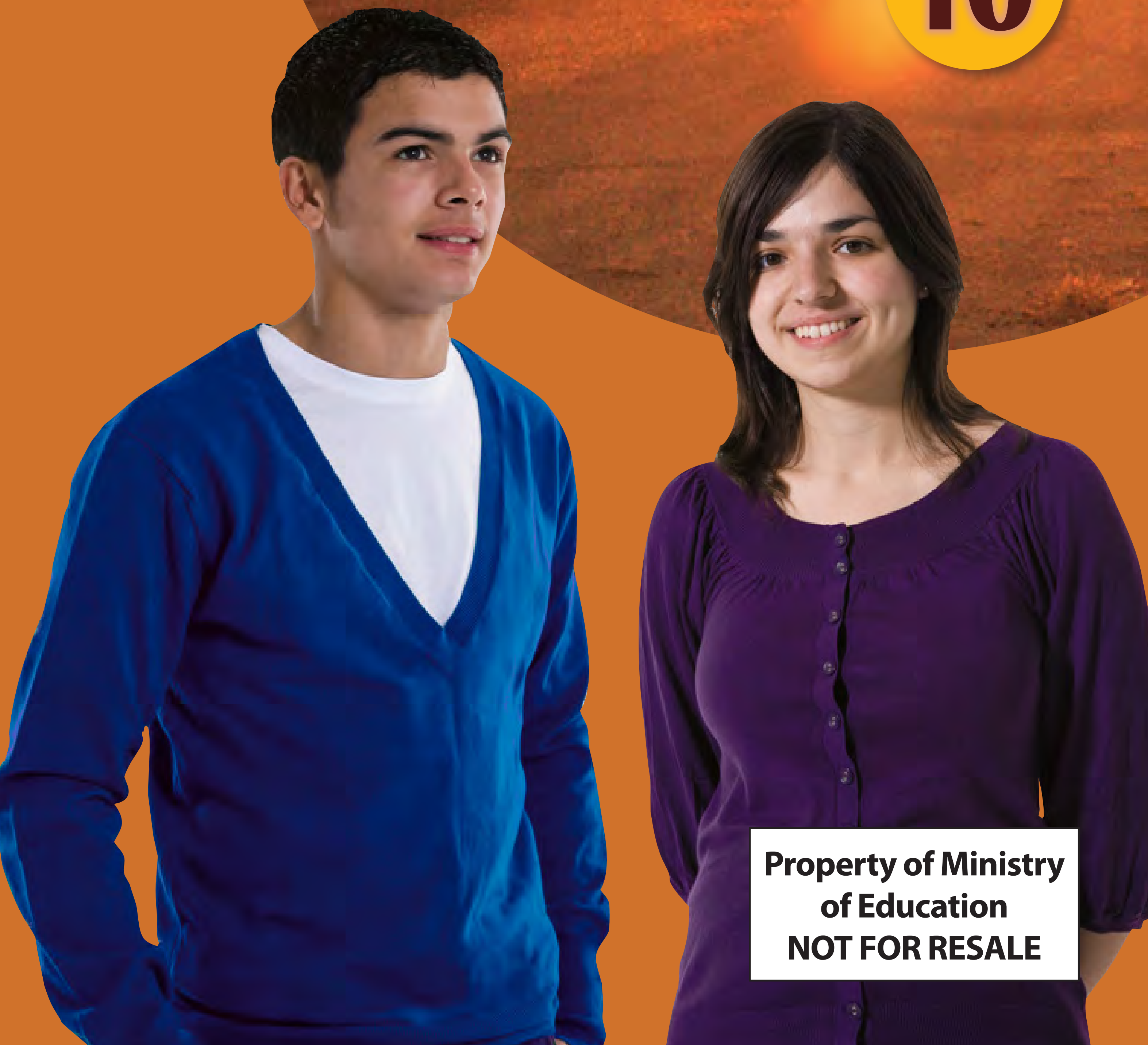
Kurdistan Regional Government
Council of Ministers
Ministry of Education

Sunrise

Student's Book 10



MAP OF THE BOOK

1 Finding out about the books

This short unit will help you do two things fast.

1. Review important basic English that you have studied before.
2. Preview the books that you are going to use this year.

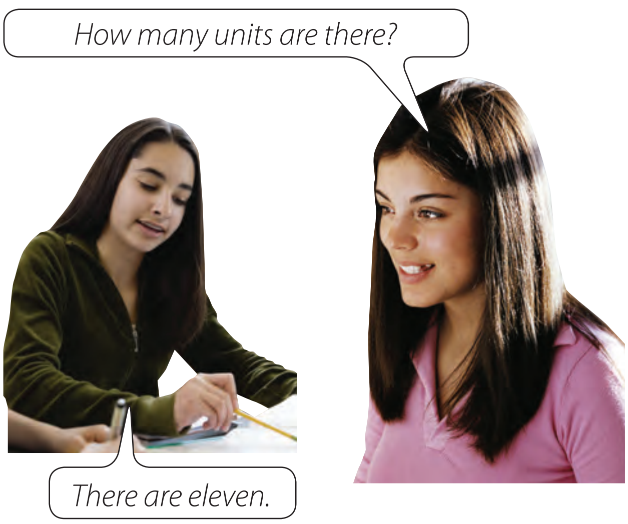
You can use this section in these different ways.

1. Practise with a partner and speak.
2. Work alone and write in your copybook.
3. Or you can do 1 and 2!



A How many are there?

1 Look at the Map of the Book on pages 2–3 of this book. Complete the questions and answers as fast as you can.



A ... numbered units are there?	**B** There are ...
A ... revision units ...?	**B** There are ...
A ... pages in Unit 1 ...?	**B** There are ...

2 Look at your Activity Book and do the same. Find out about:

pages in the book   pages in each type of unit

B How many ... are there? What are they called?

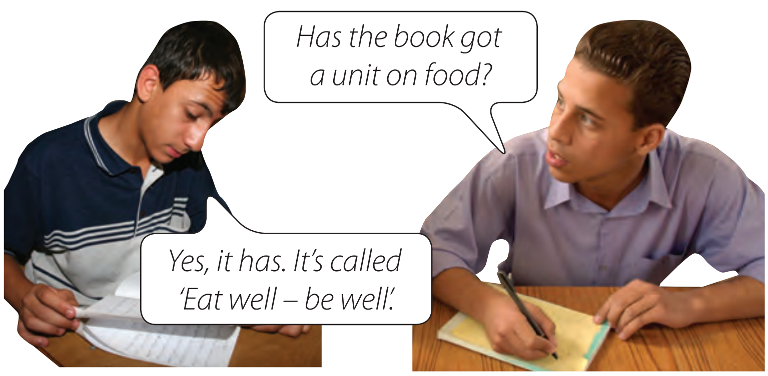
Look at pages 98–111 in your Student's Book. Complete the questions and answers as fast as you can.

1 **A** How many projects are there in the PROJECT FILE?
  B There are ...
  A What are Projects A and B called?
  B A is called ..., and B is called ...

2 **A** How many parts are there in the REFERENCE SECTION?

C Has the book got a ... ?/ Yes, it has. It's called ...

Look at the Map of the Book and make more questions and answers.



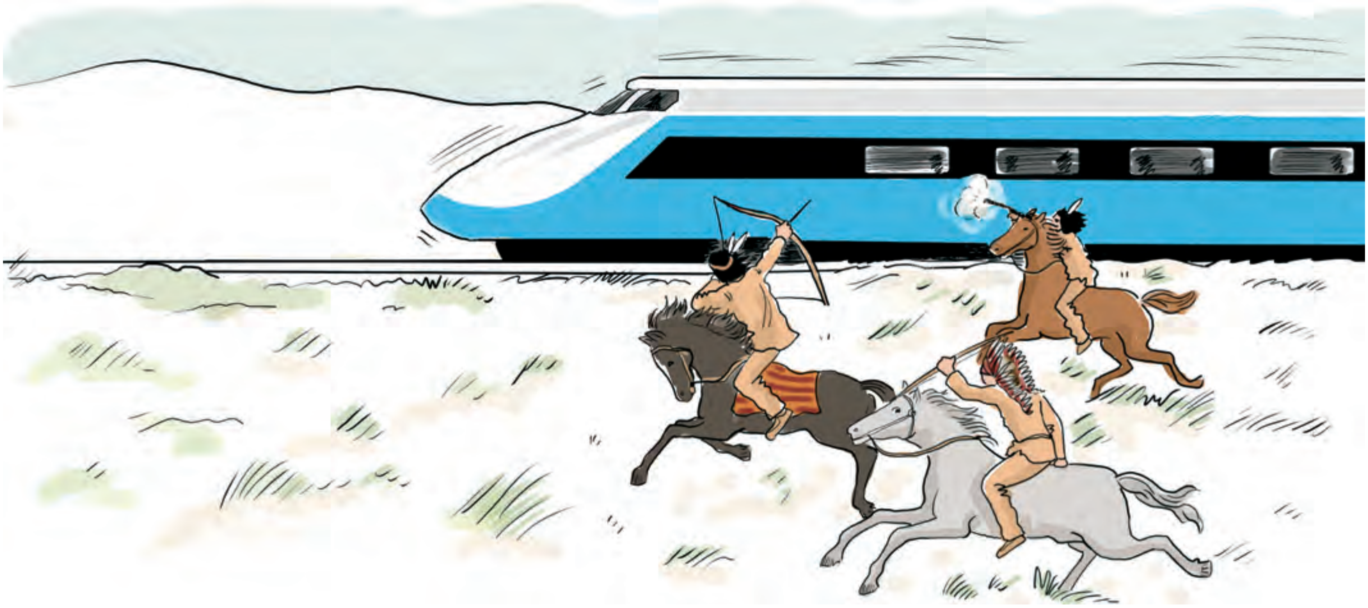
2 Activities with the books

A My picture shows … It's … and it's …

Look carefully at this and the picture on page 70. Find differences between them and describe them like this.

A My picture shows … It's … and it's …

B Mine shows …, too. But it's … and it's …

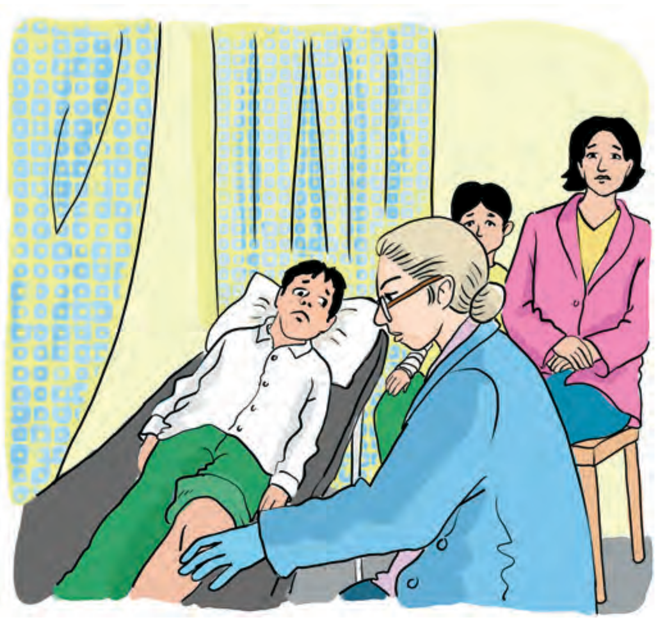


B She isn't … She's …

Look carefully at this and the picture on page 19. Find the differences and describe them like this.

1 **A** The (doctor) in my picture is wearing …
B But in mine, (she) is …

2 **A** The (mother and daughter) in my picture are …



C There was some …, but there weren't any …

1 Look carefully at the picture on page 28 for one minute and try to remember everything.

2 Close page 28 and read this list. Which things were and were not in the picture?

apples biscuits bread chips coffee
eggs figs fish grapes milk onions
sandwiches sugar tomatoes

3 Complete the questions and answers, and then make statements like this:

A Was there any …?

B Yes, there was.

A Were there any …?

B No there weren't.

There was some …, but there weren't any … .

3 Finding out about people



Perween



Personal details

1 Rasheed
2 Nearly 16
3 On 5th October
4 In Silemani
5 278654

Lifestyle

6 About three hours a day
7 Only about one hour a day.
8 One brother and two sisters.

A What ...? When ...? Where ...? How ...?

1 Look at Perween's answers and copy and complete the questions. Choose from these words.

What When Where Who Why is are
How many How much How old do does

Questions

Personal details

1 ... your family name?
2 ... you?
3 ... your birthday?
4 ... you live?
5 ... your phone number?

Lifestyle

6 ... homework ... you usually do every day?
7 ... hours of TV ... you watch most days?
8 ... brothers and sisters have ...

2 Now copy the card for yourself and write notes.

You



Personal details

1
2
3
4
5

Lifestyle

6
7
8

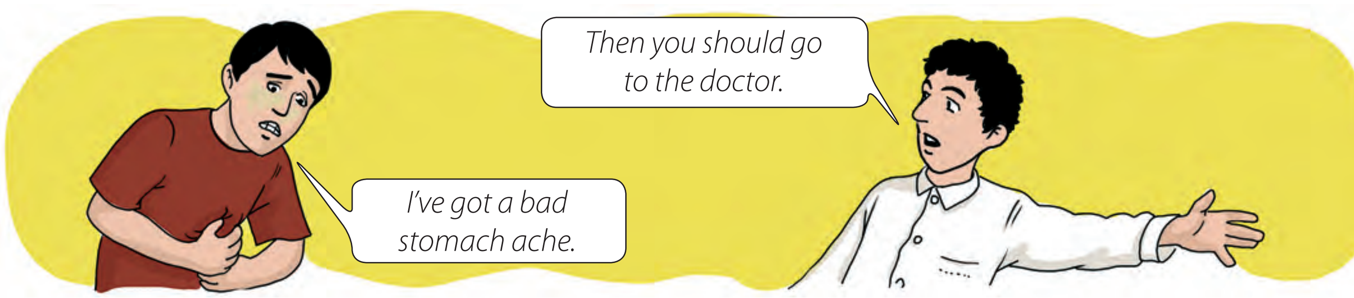
3 Make full statements about Perween and yourself like this.

Perween's family name is Rasheed, and mine is ...
She is nearly 16, and ..., (too).

4 Doing things in English

A Advising: I've got a ... / Then you should ...

State problems and advice like this.



Problems

I've got	a bad stomach ache.
	a problem with this CD.
I haven't got	any fruit.
I've	lost my bike.
	broken my arm.
I really need	some ice cream.
	some film.

Advice

... you should	go to the	camera shop.
... you need to		doctor.
		hospital.
		market.
		police.
		music shop.
		supermarket.

B Making arrangements: Let's ... / Sorry, I can't. I have to ...

Look at the diaries of Haveen and Gulistan. When can they not meet, and why not? When can they meet?

Haveen's diary

	morning	**afternoon**
Sat	*school*	–
Sun	*school*	*Help Mum*
Mon	*school*	–
Tue	*school*	*Visit my grandmother*
Wed	*school*	–

Gulistan's diary

	morning	**afternoon**
Sat	*school*	*Revise – Maths test*
Sun	*school*	–
Mon	*school*	*Go to basketball training*
Tue	*school*	–
Wed	*school*	–

Create the dialogue. Start like this:

Haveen Let's meet on Saturday afternoon.
Gulistan Sorry, I can't. I have to revise for a Maths test. Perhaps we can meet on ...
Haveen I'm afraid I can't. I ...



Suggestions
Let's meet ...
Maybe we can meet ...

Refusing
Sorry, I can't.
I'm afraid I can't.

Accepting
Yes, that's fine.
Fine. No problem.

1
LESSONS 1&2

MAKING CONTACT

I play basketball, too.

present continuous • present simple

A DO AND SPEAK

1 Look at pictures 1–9 and match them with activities a–i.



a playing basketball
b playing computer games
c playing the guitar
d reading a book
e riding a bike
f skateboarding
g taking photos
h talking on the phone
i watching TV

2 Work with a partner. Ask and answer.

A Is the boy in number 5 (taking photos)?
B Yes, he is. / No, he isn't. He's …
Now it's my turn.
What are the girls in number 1 doing?
A They're …

B GRAMMAR p14

1 Look.

Present continuous

Statements

*The girl in 2 **is reading** a book.*
*The boys in 3 **are playing** basketball.*

Questions and answers

***Is** the girl in 2 **reading** a book?*	*Yes, she **is**.*
***Are** the boys in 3 **reading**?*	*No, they **are not**.* *They **are** …*
***What are** the girls in 1 **doing**?*	*They **are** …*

2 Play 'Guess who.' Talk about people in the class.

A This person is (sitting) (near the door).
At the moment, (he) is (writing something in his book).
B Are you talking about (name)?
A That's right. Now it's your turn.
or:
No, sorry. Try again.

Activity Book **Unit 1 page 2 Activity 1**

C LISTEN AND READ

Ben Excuse me. Is this seat free?

Haval Sure. Go ahead. Where are you travelling?

Ben To Kurdistan. I'm staying with my dad for a month. He's an oil engineer near Dohuk.

Haval Really? I'm going there, too. Do you come from Kurdistan?

Ben No, I'm Canadian. This is my first trip to Kurdistan.

Haval It's my first trip to Kurdistan, too. I'm Kurdish-American and I'm seeing my cousins in Silemani.



* * * * *

Haval That's a great sports bag. What game do you play?

Ben I play basketball for a club in Vancouver.

Haval I play basketball, too. I play for my school team.

* * * * *

Ben How long does our flight to Erbil take?

Haval It takes five hours. We leave London at 11.30 a.m., and we arrive at 7.30 p.m. local time.

Ben That's eight hours. Does that mean Erbil is three hours ahead of London?

Haval Yes, it does. There's a three-hour time difference.

Ben Ah, look at the screen. That's our flight – BR467 to Erbil. And now they're showing our Gate Number – 15. Let's go!

Copy and complete.

Conversation 1

Names	Nationality	Going to …	Visiting his …
Ben	*Canadian*	…	…
Haval	…	…	…

Conversation 2

Names	Sport	Plays for …
Ben	…	…
Haval	…	…

Conversation 3

Flight Number …	From …	Leaves at …
Gate Number …	To …	Arrives at …

D GRAMMAR p14

1 Look.

Present simple

Statements

*This **is** my first trip to Kurdistan.*
*I **play** for my school team (every week).*
*It **takes** five hours.*

Questions and answers

***Does** that **mean** Erbil is three hours ahead?* — *Yes, it **does**.*
***What** game **do** you **play**?* — *I **play** basketball.*

2 Read and act out the second part of the conversation.

E GRAMMAR p14

1 Look.

Present tenses – future meanings

Present continuous for personal plans and arrangements

*I**'m staying** with my dad for a month.*

Present simple for fixed future schedules

*We **leave** at 11.30 a.m.*

2 Find more examples in the conversation.

Activity Book Unit 1 pages 2–3 Activities 3–4

MAKING CONTACT

Dad looked on the internet.

present simple with adverbs of frequency • past simple • *used to*

A READ

A



B



C



1

COMPOSE EMAIL
Send | Send Later | Save to Inbox | Link | Tools | Library
To | Subject

Dear Bahar

Hi! I'm Haval, your American cousin. I hope you don't mind this sudden email, but I think it's time for us to make contact.

I expect you know the story: Dad left Silemani twenty years ago and moved to America. I was born here in San Francisco, so I feel more American then Kurdish. But now I really want to learn about Kurdistan, so please write back!

Best wishes,

Haval

PS I'm attaching a photo. I'm the one with the ball. Dad took it during a big school basketball match last month.

2

COMPOSE EMAIL
Send | Send Later | Save to Inbox | Link | Tools | Library
To | Subject

Dear Haval

I was very happy to get your surprise email. I know our dads often call and sometimes write, but you're right. It's good for *us* to make contact.

Talking about that, Dad says that you must come and visit us. He suggests that you should come next vacation. I think that's a great idea. What do you think?

There's lots to see in Kurdistan, too – like the beautiful waterfalls at Ahmadawa. I'm sending you a picture of our last family picnic there. (We always go in spring, and last time I nearly fell in the water!)

Thanks for *your* photo. It looks a very exciting game! Did your team win? How many points did you score?

Best wishes,

Bahar

3

COMPOSE EMAIL
Send | Send Later | Save to Inbox | Link | Tools | Library
To | Subject

Hi, Bahar

I'd really love to come, and my parents think it's a great idea, too. Dad looked on the internet last night and found the best route. He says he'll call your parents soon and talk about dates. This is exciting! I'm really happy that we made contact.

Thanks for your photo. It looks a lovely place, and I can't wait to see it!

You asked about my last picture. Did we win? Yes, we certainly did – 21-18! And I scored three!

It's getting late, so I must stop. But before I finish, I'm attaching another picture. This time it's a family photo. Those are the little ones, Peri and Jwan, next to me. They'd love to meet all of you, too!

Bye,

Haval

1 Do the tasks.

1 Look at the pictures and say what is happening.
2 Say what you already know about the boy in pictures B and C.
3 Read and match pictures A–C to emails 1–3.

2 Answer.

1 Where does Haval live?
2 How do Haval's and Bahar's fathers sometimes communicate?
3 Where do Bahar and her family always go in spring?
4 What did she nearly do last time?
5 What happened in Haval's big basketball match last month?
6 How did Haval's father find the best route to Kurdistan?

3 Read to find the correct meaning.

Email 1, PS: Dad took **it** …
a) the ball b) the photo

Email 2, paragraph 3: I'm sending you a picture of our last family picnic **there**.
a) in Kurdistan b) at Ahmadawi

Email 3, paragraph 1: **This** is exciting!
a) making contact with Bahar
b) planning the trip to Kurdistan

B GRAMMAR p14

1 Look.

Adverbs of frequency

●●●● ***always*** ●●● ***usually*** ●● ***often***
● ***sometimes*** ● ***never***

*Our dads **often** call and sometimes write.*
*We **always go** in spring.*

2 Talk about normal days, after school.

After school, I (always) go home. Then I (usually) …

Activity Book **Unit 1 page 4 Activities 1–2**

C READ AND SPEAK

Who might say what? Match 1–4 with a–d.

1 Haval's sisters 2 Bahar's father
3 Haval's father 4 Bahar's brother

a *My sister was on a rock by the water, and the rock suddenly moved. She nearly fell in, but luckily I was able to catch her arm.*

b *We want to go to Silemani like him, but Mum and Dad say no. They say maybe we can all see them next year.*

c *Our parents were very sad when he went abroad. We all were, and we used to talk about him a lot. We used to read his letters again and again.*

d *I didn't used to call home much because it was very difficult. But I often used to write. I still sometimes write, but more often I call them now. And I hope to see them again soon, too – with the whole family!*

D GRAMMAR p14

1 Look.

Past simple with main verbs

Statements

*I **was** very happy to get your surprise email.*
*Dad **looked** on the internet.*
*I nearly **fell** in the water.*

Questions and answers

***Did** your team **win**?*
*Yes, we **did**. 21–18.*
***How many** points **did** you **score**?*
*I **scored** three.*

***Used to** for things that often happened in the past*

*We **used to talk** about him a lot.*
*I **did not** (**didn't**) **use to** call home much.*

2 Talk about yesterday, after school.

After school, I went home. Then I …

3 Talk about things that you used to do.

When I was (six or seven), I often used to …

Activity Book **Unit 1 page 5 Activities 3–5**

1 LESSONS 5&6

MAKING CONTACT
Staying in contact

A LISTEN AND DO

1 Look at the picture and do the tasks.

1 Name the people that you already know.

2 Say who you think the other people are and what is happening.



2 Listen to Part 1 and check your ideas.

3 Listen again.

1 How do they greet each other? Choose from the following:

Good to meet you. / Good to meet you, too.
Hello. / Hello. Hi! / Hi!

a Bahar: ...
Haval: ...

b Uncle: ...
Haval: ...

c Uncle: ...
Ben: ...

2 Practise appropriate greetings for meeting these people.

a An old school friend who you meet in the school holidays.

b A friend of your parents who you do not know very well.

c A friend of your parents who you have never met before.

4 Listen to Part 2 and answer.

1 What are the family doing after they leave the airport?

2 Where are they going tomorrow?

3 How do Haval and Ben say they will stay in contact?

4 What is Ben's problem?

5 Where do Bahar's parents suggest he should go?

6 How does the situation end?

5 Copy. Then listen again and write the details.

Haval
Phone: 3127496
Email: havbakir@aol.com
Staying until: Sunday, 30th

Ben
Dad's mobile: ...
Email: ...
Staying until: ...

B PRONUNCIATION

1 Listen to the verbs. Say which sounds you hear – 1, 2 or 3.

Past simple	1 /t/	2 /d/	3 /ɪd/
landed			✓
changed		✓	
stopped	✓		

asked expected scored suggested loved
looked called talked started

2 Copy the table and add all the verbs. Listen again and tick columns 1, 2 or 3.

3 Listen to Part 2 and repeat the verbs and sentences.

C SPEAK

Make statements about the story. Use regular and irregular past forms.

Haval **decided** to make contact with Bahar a few months ago.

He **sent** her an email and **attached** a photo.

She ...

D READ AND SPEAK

1 Read and make statements.

Amy is 15, and Jack is …

He's from Ireland, and she …

Both of them are in … at …



Hi! I'm Amy Dawson, and I'm 15. I come from Sydney, Australia, and I'm in 10th grade at school.

I have two younger brothers. Carl is 12 and Tim is 10. I've also got an older sister. Her name is Ann, and she's 18 years old.

I like volleyball, and I'm also interested in painting and drawing. I've got a new interest, too. I'm learning to cook, and it's really exciting!



Hi, there! My name is Jack Connor. I'm 16 years old, and I'm from Dublin in Ireland. At school, I'm in Year 10.

I've got an older brother. He's 17, and he's called Tony. I also have two younger sisters. Their names are Lisa and Rose. Lisa is 13 and Rose is 11.

I love football, and another big interest is building model planes. I'm also getting very interested in learning the guitar. It's fun, but it's very hard!

2 Introduce yourself like Amy and Jack.



E WRITE

Amy and Jack want an email penfriend – you! Choose one of them. Then use information from D to complete his/her email to you.

Activity Book Unit 1 page 6 Activities 1–3

F UNIT TASK

1. **Work with a partner. Ask and answer the questions in paragraph 4 of your new penfriend's email.**
2. **Reply to your new penfriend's email.**

Activity Book Unit 1 page 7 Activity 4

Language Focus

1 GRAMMAR ڕێزمان

Lessons 1 and 2: Present continuous

دەربڕین

I	**am (not)**	**watching.**
He/She/It	**is (not)**	**watching.**
You/We/They	**are (not)**	**watching.**

پرسیار

(What)	**am**	I	**watching?**
	is	he/she/it	**watching?**
	are	you/we/they	**watching?**

کورتکراوە

I am > **I'm**	I am not > **I'm not**
she is > she**'s**	she is not > she **isn't** (or: she**'s not**)
you are > you**'re**	you are not > you **aren't** (or: you**'re not**)

ڕانەبردووی بەردەوام بەکاردەهێنین بۆ دەربڕینی :

- کارێك لەم ساتەدا ڕوودەدات: *He is falling!*
- کارێك ئێستا ڕوودەدات: *She is learning the guitar.*
- کارێکی ئامادەکراو لە داهاتوودا:

We are driving to Silemani tomorrow.

Lesson 2: Present simple

دەربڕین

I/You/We/They	**play (do not play)**	basketball.
He/She/It	**plays (does not play)**	basketball.

پرسیار

(What)	**do**	I/you/we/they	**play?**
	does	he/she/it	**play?**

کورتکراوە

do not > **don't** does not > **doesn't**

ڕانەبردووی سادە بەکاردەهێنین بۆ دەربڕینی :

- کارێك کە زیاتر لە جارێك دووبارە دەبێتەوە: *I play for a club.*
- حاڵەتێك کە گۆڕانکاری بەسەردا نایەت: *I belong to a club.*
- کارێکی داهاتوو لە کاتێکی دیاریکراودا:

The flight leaves at 11.30 a.m.

هەندێك کاری حاڵەت **'stative' verbs** هەیە کە تەنها لەکاتی ڕانەبردووی سادە بەکاردێن.

بۆنمونە: *want need love like belong*

Lesson 3: Adverbs of frequency

ئاوەڵکارە دیارەکانیان ئەمانەن:

always usually often sometimes never

- ئەم ئاوەڵکارانە بەزۆری لەگەڵ ڕانەبردووی سادە بەکاردێن،بەڵام هەندێك جار لەگەڵ ڕابردوو و داهاتوش بەکاردێن،بۆ نمونە:

*I **often** played computer games when I was young.*

Lesson 4: Past simple

دەربڕین

I/You/We/They	**moved (did not move)**	to America.
He/She/It	**moved (did not move)**	to America.

پرسیاری

(When)	**did**	I/you/we/they	**move**	to America?
	did	he/she/it	**move**	to America?

کورتکراوە

did not > **didn't**

دەتوانین کارێك دەربڕین کە زۆرجار ڕوودەدات بە بەکارهێنانی ***used to*** + چاووگ

- *I **used to play** computer games (a lot) when I was young.*

Used to **وەك فرمانەکانی تر لە حاڵەتی نەرێدا**

- *I **didn't use** to play computer games (much) when I was young.*

2 VOCABULARY وشەکان

again and again /əˈgen ən əˈgen/ *exp* جار لە دوای جار
ahead (of) /əˈhed (əv)/ *prep* لە پێش
a.m. /ˌeɪˈem/ *adj* پێش نیوەڕۆ
arrive /əˈraɪv/ *v* دەگاتەجێ
attach /əˈtætʃ/ *v* هاوپێچ دەکات
born (be) /bɔːn/ *adj* لەدایك بوون
Bye (Goodbye) /baɪ (ˌgʊdˈbaɪ)/ *abb* خوات لەگەڵ
can't wait /ˌkæːnt ˈweɪt/ *exp* ناتوانێت چاوەڕوان بکات
cousin /ˈkʌzn/ *n* ئامۆزا
difference /ˈdɪfrəns/ *n* جیاوازی
during /ˈdjʊərɪŋ/ *prep* لە ماوەی
engineer /ˌendʒɪˈnɪə/ *n* ئەندازیار
gate /geɪt/ *n* دەروازە
go ahead /ˌgəʊ əˈhed/ *v* فەرموو
Good to meet you. /ˌgʊd tə ˈmiːt juː/ *exp* خۆشحاڵم بە بینینت
grade /greɪd/ *n* پۆل
Hi! /haɪ/ *exp* چۆنی
interest /ˈɪntrəst/ *v/n* ئارەزوو
internet /ˈɪntəˌnet/ *n* ئینتەرنێت
leave /liːv/ *v* بەجێ دێڵێت
let (let's) /lets/ *v* با ئێمە...
like /laɪk/ *prep* وەك
local time /ˈləʊkl ˌtaɪm/ *phr* کاتی ناوخۆ
meet /miːt/ *v* چاوی پێدەکەوێت
nationality /ˌnæʃəˈnæləti/ *n* نەتەوە
nearly /ˈnɪəli/ *adv* نزیکەی ، خەریکە
oil /ɔɪl/ *n* نەوت
parent /ˈpeərənt/ *n* دایك و باوك
penfriend /ˈpenˌfrend/ *n* هاوڕێی نامە
picnic /ˈpɪknɪk/ *n* سەیران
plan /plæn/ *n* پلان دادەنێت ، پلان دانان
p.m. /ˌpiːˈem/ *adj* پاش نیوەڕۆ
PS (postscript) /ˌpɪː ˈes (ˈpəʊst ˌskrɪpt)/ *abb* پەراوێز
reply /rɪˈplaɪ/ *v/n* وەڵام دەداتەوە، وەڵام دانەوە
score /skɔː/ *v/n* تۆماردەکات ، تۆمارکردن
skateboard /ˈskeɪtˌbɔːd/ *v/n* تەختەخلیسکێنە
suggest /səˈdʒest/ *v* پێشنیاردەکات
team /tiːm/ *n* تیپ
travel /ˈtrævl/ *v* گەشت دەکات
used to /ˈjuːst tuː/ *v* رادێت
vacation /vəˈkeɪʃn/ *n* پشوو
waterfall /ˈwɔːtəˌfɔːl/ *n* تاڤگە

3 TO HELP YOU STUDY > SB p103

Phonetics can often help you. For example, when the same English spelling makes different sounds.

ah<u>ea</u>d /əˈhed/   l<u>ea</u>ve /lːv/
nationalit<u>y</u> /ˌnæʃəˈnæləti/   repl<u>y</u> /rɪˈplaɪ/

They can also help when different English spellings make the same sound!

Find the full list of phonetic symbols and their sounds on page 103.

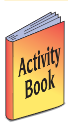
Copy the tables and put the words that rhyme in the correct columns. Use the phonetics to help you.

<u>go</u> /gəʊ/	<u>do</u> /duː/

who /huː/   so /səʊ/
no /nəʊ/   to /tuː/

<u>th</u>is /ðɪs/	<u>th</u>in /θɪn/

thank /θæŋk/   that /ðæt/
the /ðə/   think /θɪŋk/



Unit 1 pages 8–9 Activities 1–3

Literary Reader:
Around the World in Eighty Days by Jules Verne

Episode 1: The journey begins

Mr Phileas Fogg was tall, good-looking and about forty years old. He owned a large house in an expensive part of London. His life was simple and quiet, and he did the same things, at the same times, each day. He always got up at exactly 8 a.m., had breakfast at 8.25 and washed at 9.35 each morning.

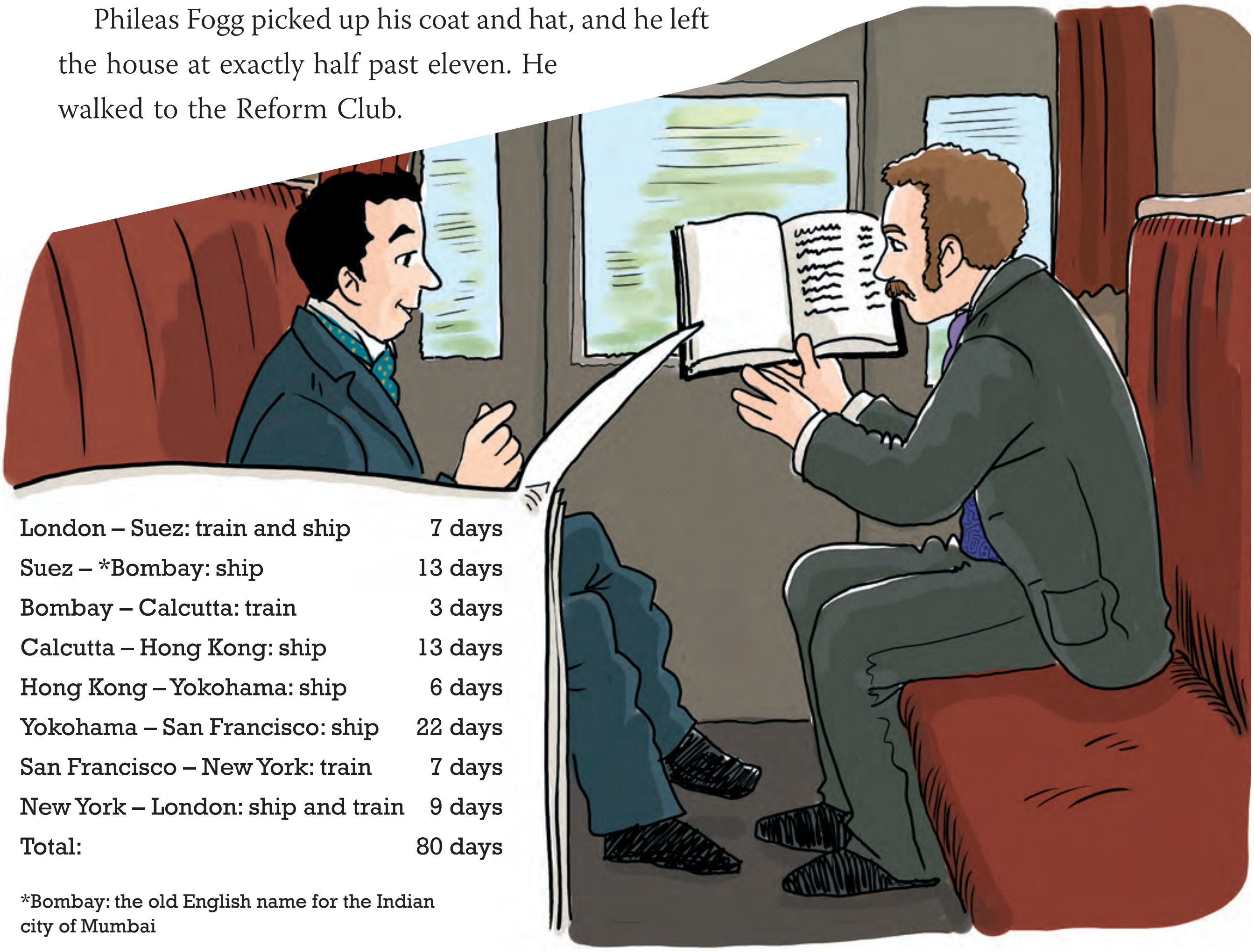
Mr Fogg lived alone and needed a servant to look after him. He never had visitors, but on the morning of Wednesday, 2nd October 1872, he was waiting for a new servant to come to the house. There was a knock at the door and a strong young man of about thirty years of age came in.

'I understand that your name is Passepartout. Where are you from?' asked Phileas Fogg.

'Yes, my name is Jean Passepartout and I am from France. I am honest, and I have had several different jobs. I used to be an acrobat in the circus, and after that I was a firefighter in Paris. Now I hope to live a quieter life in England,' said the Frenchman.

'I hear that you work hard, Mr Passepartout. I am happy for you to be my new servant. You can start today.'

Phileas Fogg picked up his coat and hat, and he left the house at exactly half past eleven. He walked to the Reform Club.



London – Suez: train and ship	7 days
Suez – *Bombay: ship	13 days
Bombay – Calcutta: train	3 days
Calcutta – Hong Kong: ship	13 days
Hong Kong – Yokohama: ship	6 days
Yokohama – San Francisco: ship	22 days
San Francisco – New York: train	7 days
New York – London: ship and train	9 days
Total:	80 days

*Bombay: the old English name for the Indian city of Mumbai

He did not work, and he went to the Club almost every day. There, he always read newspapers and played cards with other rich men.

Later that day, he met five friends there, and they started playing a game of cards. 'Have you heard the news?' said Stuart, one of the men. 'Someone has taken fifty-five thousand pounds from the Bank of England. They think it was a well-dressed man who was seen in the bank. The police have sent detectives all over the world, but I don't think they will ever find the robber – the world is just too big.'

'The world has grown smaller than you think. With fast ships and new railways, you could now travel round the world in only eighty days,' said Phileas Fogg.

'That's not possible!' replied Stuart. 'No one can do it in eighty days.'

'I believe that I can do it. If I can't, I will give you twenty thousand pounds,' said Mr Fogg in a quiet voice.

The five men talked about Mr Fogg's idea and finally they said, 'We agree.'

'Good. There's a train that leaves London at a quarter to nine this evening. I will leave today and will return to London, to this same room, before 8.45 pm on Saturday, 21st December, or I will give you twenty thousand pounds,' said Phileas Fogg quietly.

Mr Fogg finished the game of cards and walked home. He put twenty thousand pounds into a large bag, and he gave it to his new servant.

'Passepartout, put some of our clothes into this bag. I am travelling round the world, and I want you to come with me,' he said.

'Round the world!' said Passepartout, surprised.

'Yes, in eighty days, and we leave this evening at 8.45.'

Passepartout finished packing the bag, and they took a taxi to Charing Cross train station in central London. Phileas Fogg bought two tickets to Paris. Then he said good-bye to his five friends, who were waiting at the station. Mr Fogg and Passepartout climbed into the train. Five minutes later, Phileas Fogg's long journey started as the train moved slowly away from the station.

DID YOU KNOW?

The first steam engines began work in England 300 years ago. People used them to lift water out of deep mines. Engines for transport came about 100 years later. The famous *Rocket* won a competition in 1829 with a speed of 58 kilometres per hour, and this was the start of fast land transport. Steam engines in ships soon followed. Ships could now travel fast and did not have to wait for wind from the right direction to push them along.

These changes made the world a much smaller place in the nineteenth century. For the first time, people could think of a journey around the world in only 80 days.



The Rocket, 1829



The SS Sirius, 1838

2 LESSONS 1&2

HELP!

I was riding through the woods.

reflexive pronouns • past continuous + point in time

A LISTEN AND DO

1 Listen to Part 1 and name the children.

The (boy) in the (first) picture (is) called …

2 Listen to Part 1 again. Say what the children are trying to do.

(Dara is) trying to …

3 Zara / Lawik try / light / fire

2 Rondik try / tie / flower



1 Sirwan try / pick / orange

4 Dara try / make / toy car

B GRAMMAR p24

1 Look.

Reflexive pronouns

Singular: myself, yourself, him/her/itself

Rondik is going to cut ***herself****.*

Plural: ourselves, yourselves, themselves

Stop, Zara and Lawik. You are going to burn ***yourselves***.

2 Listen to Parts 1 and 2. Repeat the warnings.

hit   cut   fall and hurt   burn

A Mrs Nawzad! Come quickly! Dara's trying to make a toy car and he's going to hit himself!

B Stop, Dara, or you're going to hit yourself!

C SPEAK

1 Look at the situations and use the words to give warnings.

Stop, Lily, or you …!



hurt yourself! / Stop, Lily, / you are going to / or / and / fall



and / or / crash / hurt yourself! / Stop, Tom, / you are going to

2 Make up warnings for your younger brothers, sisters or cousins.

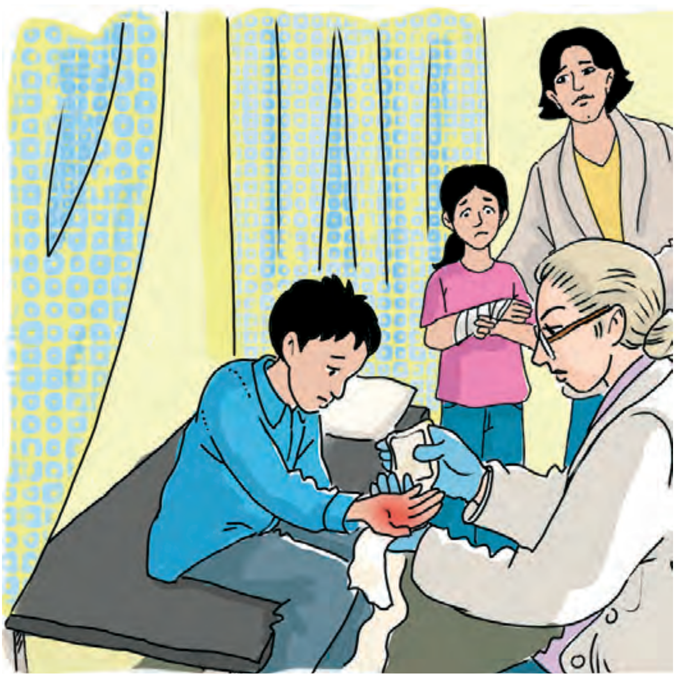
Activity Book **Unit 2 page 10 Activity 1**

D LISTEN AND READ



Doctor So, Tom, how did you hurt yourself? What were you doing?
Tom I was riding my quad bike.
Doctor Were you riding fast?
Tom Well, I wasn't riding very fast.
Doctor And then what happened?
Tom I went off the path towards a tree.
Doctor Did you crash into it?
Tom Yes, and I hurt myself quite badly.
Doctor You certainly did! Let me have a look.

* * * * *



Doctor Ah, Mrs Nawzad, what's the problem?
Mrs N It's Zara and Lawik. They've got some nasty burns.
Doctor Oh, dear, how did they burn themselves like that? What were they doing?
Mrs N They were playing in the garden, and they tried to light a fire.
Doctor Let me have a closer look.
Lawik It hurts.
Doctor Don't worry. I'm going to try to help.
Zara Thank you, Doctor.
Doctor Were you with them in the garden, Mrs Nawzad?
Mrs N No, I'm afraid I wasn't. I was making lunch in the kitchen.
Doctor And then the accident happened.
Mrs N That's right.
Doctor There are so many dangers around the home for young children. We have to watch them all the time!

Correct the statements that are wrong.

1 Tom was riding a bike through the woods.
2 He was riding slowly.
3 He crashed, and he hurt himself quite badly.
4 Zara and Lawik were playing in the garden before breakfast.
5 Mrs Nawzad was eating lunch in the kitchen.
6 Parents need to watch their children very carefully.

E GRAMMAR p24

1 Look.

Past continuous

Statements
*I **was making** lunch.*
*They **were playing** in the garden.*

Questions and answers
***Were** you **riding** fast?*
*I **was not riding** very fast.*
***What were** they **doing**?*
*They **were playing** in the garden.*

2 Read and act out the conversation between the doctor and Tom.

Activity Book Unit 2 page 11 Activities 2–3

F SPEAK

Tom crashed at 2 p.m. yesterday. What were you doing at that time?

2
LESSONS
3&4

HELP!

While she was working, he came downstairs.

past continuous + past simple • adjectives and adverbs

A READ

Manchester Evening News *28th October, 20..*

FAMILY HEROES FIGHT HOUSE FIRE

The Horne family of 33, Green Road had a lucky escape last night when their home caught fire.

At 7.00 p.m., John Horne left Julie, 15, and young Toby, 7, for a short visit to his wife Sara in hospital. By 7.30, Toby was getting hungry, so Julie started cooking dinner. Then, while she was working in the kitchen, he started to come downstairs. But he fell and hurt himself. Julie ran to help. And while she was helping him, the chip pan got too hot, and the oil caught fire.

When she smelt it, she ran back – and made a terrible mistake. She threw water on the oil. It exploded violently, and suddenly everything was on fire. She went to the phone in the hall to call for help, but there was no time: the flames were following her.

She carried Toby upstairs to the front bedroom, opened the window and shouted, 'Help!' But the street was empty. 'I felt really frightened,' she said later. But then she had an idea.

She quickly ran to her bedroom, found her mobile phone and rushed back past the stairs. Smoke and flames were starting to rise.

Her hands were shaking as she called 999 and asked for help.

Just then, John returned and saw the fire – and Julie and Toby at the upstairs window. He covered his head with his coat to protect himself and went inside. He ran upstairs to the first floor, broke through the fire there and raced on up to Julie and Toby.

But the fire was getting worse, and smoke was coming under the door. John used his coat to stop this. But there was no way back.

Then they heard a siren: a fire engine was coming. John shouted.



Soon, a ladder was rising towards the window.

John passed Toby and then Julie to the firefighter on the ladder. Then he, too, followed. Below, the other men were already fighting the fire. Soon, the police and then an ambulance arrived, and the paramedics gave John first aid for his burns.

Later, firefighter Steve Carter, 36, said, 'Julie and her dad were heroes. He fought to save his children. And her phone call saved all their lives!'

1 Answer the questions.

1 What did Julie start doing at 7.30?
2 Why did she do that?
3 What was Toby doing when he fell?
4 Was Julie working in the kitchen when the fire started?
5 How did Julie save the family?
6 Where were Julie and Toby when John returned?
7 How did John reach Julie and Toby?
8 What happened in the end?

2 Read to find the correct meaning.

Line 16: When she smelt **it** …

a) the oil b) the pan c) the fire

Line 35: … as she called 999 and **asked for help**.

a) asked Toby for help

b) phoned to get help

c) shouted for help from the bedroom window

Activity Book Unit 2 page 12 Activity 1

B GRAMMAR p24

1 Look.

Past continuous or past simple

At 7.00 pm, John Horne ***left*** *Julie and Toby.*

By 7.30, Toby ***was getting*** *hungry.*

While she ***was working****, he* ***started*** *to come downstairs.*

When she ***smelt*** *it, she* ***ran*** *back.*

2 Find more examples in the text.

Activity Book Unit 2 pages 12–13 Activity 2

C SPEAK

Ask and answer questions about the beginning of your lesson.

A What was …doing when our teacher arrived?
What were … and … doing when you came in?

B When our teacher came in, he / she was …
When I arrived, they were …

Use these ideas.

writing the date cleaning the board
reading something taking some books out
talking about something

DID YOU KNOW?

Fires are always dangerous, but they can be fun, too – if we're careful. In Japan, they built the largest bonfire in the world a few years ago. It was 37.5 metres high – the height of three houses!



D READ AND SPEAK

1 Put the statements in the correct order: 1 *f*, 2 …, etc.

a She got her mobile phone and called for help.

b While Julie was helping him, the chip pan caught fire.

c Firefighters arrived and used a ladder to save the family.

d Later, Julie started cooking because Toby was getting hungry.

e When she threw water on the oil, it exploded.

f John Horne went to visit his wife in hospital.

g Julie carried Toby upstairs to the front bedroom.

h Toby fell while he was coming downstairs.

i When John came home, he ran upstairs through the fire.

2 Read the text to check your work.

3 Take turns to read out the statements in the correct order.

E GRAMMAR p52

1 Look.

Adjectives and adverbs

The Horne family had a ***lucky*** *escape last night.*

By 7.30, Toby was getting ***hungry****.*

It exploded ***violently****.*

'I felt ***really*** *frightened,' she said later.*

2 Find more examples in the text.

Activity Book Unit 2 page 13 Activity 3

F SPEAK



I'm not frightened of being up high on a ladder, but I'm really, really frightened of rats. They're horrible! What are you frightened of?

2
LESSONS 5&6

HELP!
Telling a story

A LISTEN AND DO

1 Look at the map.



2 Listen to Part 1 and answer.

1 Who are the speakers?
2 Where is the boy?
3 Where is he going?
4 What kind of robbery is happening?
5 What is the boy going to do next?

3 Listen to Part 1 again. Follow the car's route with your finger. Then describe it.

4 Listen to Part 2. Copy and complete the police officer's notes.

Place of robbery: City Bank, Green Street
Time of robbery: …
Colour of car: …
Registration number: …
Last seen: Turning from … Road into … Street

Activity Book Unit 2 page 14 Activities 1–2

B PRONUNCIATION

1 Listen and choose. Say 'Up' or 'Down'.

1 Are you Peter Stone?
2 What were you doing when the robbery happened?
3 When did it happen?
4 Did you see the robbery clearly?
5 What happened then?
6 Can you describe the car?
7 Which way did it go?
8 And did you see anything after that?

2 Listen again and repeat the questions.

C SPEAK

1 Make up the conversation when Peter gets home. Work with a partner. Start like this:

Mum So what happened when you called the police?
Peter A police car arrived very quickly, a police officer jumped out, and then …

2 Act as a witness and a police officer at another bank robbery.

3 Take turns as a police officer and a witness at another robbery. Interview each other.

Witness: Tell your story.
Police officer: Listen and ask questions.

Activity Book Unit 2 page 14 Activity 3

D WRITE

Write a story.

a


the doctor (say), 'I don't think you're going to do any more climbing for a few weeks!'

b


Adam (climb) over the safety rail

c


the tour guide (call) the hospital for help

d


(fall) and (hurt) himself badly

e


(go) to visit the great waterfalls at Ahmadawa

f


they (look after) Adam and (take) him to hospital

1 Put the pictures in the correct order: 1 e, 2 …, etc.

2 Make simple sentences from the notes under the pictures.

3 Form *while* and *when* sentences from sentence parts a–f and your sentences from 1. (Choose the past simple **or** past continuous for a–f.)

   a while the Wilson family (stay) in Silemani
   b while the others (look) up at the waterfall
   c while Adam (climb) down the cliff
   d while his Dad (rescue) Adam
   e when the paramedics (arrive)
   f when Adam (leave) hospital next day

4 Write the story in a paragraph. Start like this..

An emergency at Ahmadawa

While the Wilson family were staying in Silemani, they went to visit the …

Activity Book **Unit 2 page 15 Activity 4**

E UNIT TASK

Tell and write a true story.

1 Think of a true but simple story – something that happened to you or somebody you know.

2 Plan to tell it to your partner in 6–8 sentences. Note useful language.

3 Take turns.

   A Tell your story.
   B Ask questions when something is not clear.

4 Write your story in your copybook.

Language Focus

1 GRAMMAR ڕێزمان

Lesson 1: Reflexive pronouns

	جێناوەکانی بکەر	جێناوەکانی بەرکار	ئاوەڵناوی خاوەندارێتی	جێناوەکانی خاوەندارێتی	جێناوەکانی خۆیەتی
تاك	I	me	my	mine	myself
	you	you	your	yours	yourself
	he	him	his	his	himself
	she	her	her	hers	herself
	it	it	its	its	itself
کۆ	we	us	our	ours	ourselves
	you	you	your	yours	yourselves
	they	them	their	theirs	themselves

بەراورد بکە:

*He looked at his **sister**.* < بەرکار

*He looked at **her**.* < جێناوی بەرکار

*He looked at **himself**.* < جێناوی خۆیەتی



Lessons 2–3: Past continuous + past simple

ڕابردووی سادە:بۆ حاڵەتێك لە ڕابردوودا،نمونە لەگەڵ: *be, feel, look*

*I **was** really frightened!*

ڕابردووی سادە:لەگەڵ فرمانی "کرداری" بۆ کارێك تەواوبووبێت لە ڕابردوودا.

*John **rushed** upstairs.*

ڕابردووی سادە+ڕابردووی سادە :بۆ دەربڕینی کارێك کە تەواو بووە لەدوای کارێکی تر.

*When she **smelt** it, she **ran** back.*

______↓______↓______ > **کات**

ڕابردووی بەردەوام:بۆ کارێك کە لە کاتێکی دیاریکراوی ڕابردوودا بەردەوام بووە.

By 7.30, Toby was getting hungry.

By 7.30, …

↓

…Toby **was getting** hungry.______ > **کات**

ڕابردووی بەردەوام + ڕابردووی سادە: بۆ کردارێکی ڕابردووی بەردەوام، و کردارێکی ڕابردووی تەواوی کورت.

*While she **was helping** Toby, the oil **caught** fire.*

While she **was helping** Toby, … > **کات**

↑

… the oil **caught** fire.

Lesson 4: Adjectives and adverbs of manner

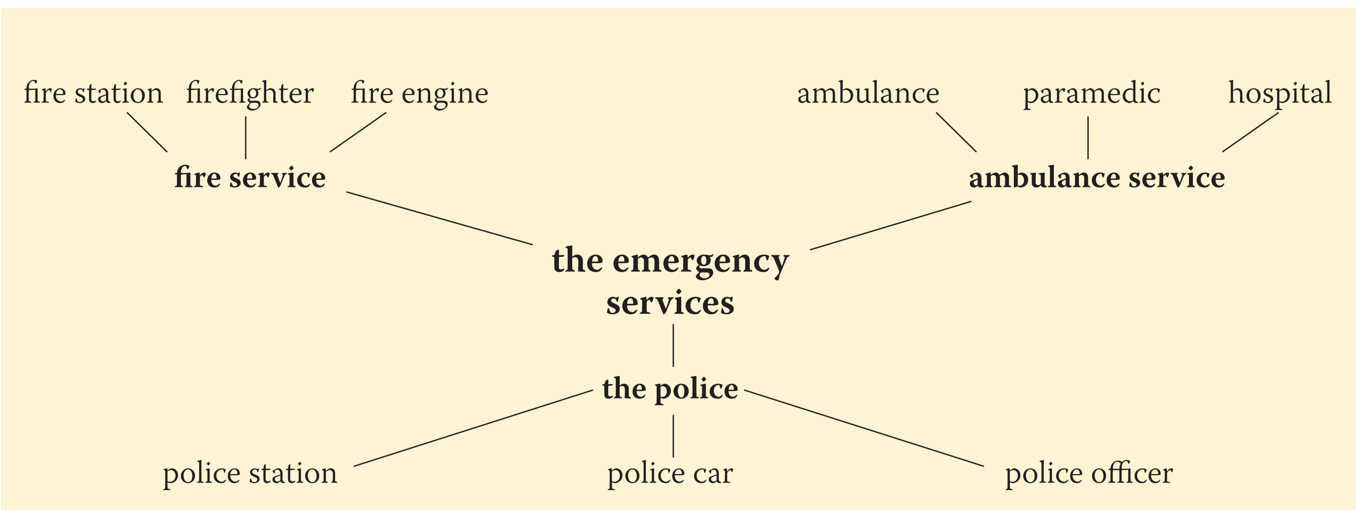
یاسایی		نایاسایی		هەندێك گۆڕانکاری لە ڕێنووسدا	
ئاوەڵناو	**ئاوەڵکار**	**ئاوەڵناو**	**ئاوەڵکار**		
desperate	desperate**ly**	good	well	lucky	luck**ily**
quick	quick**ly**	fast	fast	terrib**le**	terrib**ly**
real	real**ly**	hard	hard		
slow	slow**ly**	late	late		
sudden	sudden**ly**	long	long		

2 VOCABULARY وشەکان

ambulance /ˈæmbjʊləns/ *n*	ئوتۆمبێلی فریاکەوتن
below /bɪˈləʊ/ *prep/adv*	لەخوار
bonfire /ˈbɒnˌfaɪə/ *n*	ئاگرە خۆشە
careful/ly /ˌkeəfl(i)/ *adj/adv*	بە وریاییەوە
catch fire /ˌkætʃ ˈfaɪə/ *phr*	ئاگردەگرێت
cliff /klɪf/ *n*	کەندەڵان
crash /kræʃ/ *v/n*	دەشکێنێت ، شکان
cut /kʌt/ *v/n*	دەبڕێت، بڕین
downstairs /ˌdaʊnˈsteəz/ *adj/adv*	خوارەوە(لە ماڵ)
emergency services /ɪˈmɜːdʒənsi ˈsɜːvɪsɪz/ *n*	خزمەتگوزاری کتوپڕ
explode /ɪkˈspləʊd/ *v*	گڕدەگرێت
fire (on~) /faɪə/ *phr*	ئاگر (دەسوتێت)
fire engine /ˈfaɪə ˌendʒɪn/ *n*	ئوتۆمبێلی ئاگر کوژێنەوە
firefighter /ˈfaɪəˌfaɪtə/ *n*	ئاگرکوژێنەر
first aid /fɜːst ˈeɪd/ *n*	فریاکەوتنی سەرەتایی
flame /fleɪm/ *n*	گڕ، کڵپە
flower /ˈflaʊə/ *n*	گوڵ
frightened /ˈfraɪtnd/ *adj*	ترساو
hero/heroes /ˈhɪərəʊ/ˈhɪərəʊz/ *n*	پاڵەوان، پاڵەوانەکان
hit /hɪt/ *v*	لێدەدات
just /dʒʌst/ *adv* (=exactly)	تەنها (کتومت)
ladder /ˈlædə/ *n*	پەیژە
leave/left /liːv/ /left/ *v*	بەجێ دێڵێت
nasty/ily /ˈnɑːsti(li)/ *adj/adv*	سەخت
pan /pæn/ *n*	تاوە
paramedic /ˌpærəˈmedɪk/ *n*	برینپێچی فریاگوزاری
police /pəˈliːs/ *n*	پۆلیس
police car /pəˈliːs ˌkɑː/ *n*	ئۆتۆمبیلی پۆلیس
police officer /pəˈliːs ˌɒfɪsə/ *n*	ئەفسەری پۆلیس
quad bike /ˈkwɒd ˌbaɪk/ *n*	جۆرێکە لە ماتۆڕ
rail /reɪl/ *n*	هێڵی شەمەندەفەر
rat /ræt/ *n*	جرج
registration number /redʒɪˈstreɪʃn ˈnʌmbə/ *n*	ژمارەی تۆمارکردن
rescue /ˈreskjuː/ *v/n*	رزگارکردن
rob /rɒb/ *v*	دزی دەکات
robber /ˈrɒbə/ *n*	دز
robbery /ˈrɒbəri/ *n*	دزی
rush /rʌʃ/ *v/n*	بە پەلە
save /seɪv/ *v*	رزگار دەکات
shout /ʃaʊt/ *v*	هاواردەکات
siren /ˈsaɪrən/ *n*	پەری دەریا
slow/ly /sləʊ/li/ *adj/adv*	لەسەرخۆ
smell/smelt /smel/smelt/ *v*	بۆن دەکات
smoke /sməʊk/ *n*	دوکەڵ
stair /steə/ *n*	پلەی پێ پلیکانە
tie /taɪ/ *v*	گرێدەدات
tour guide /ˈtʊə gaɪd/ *n*	رێ نیشاندەر
towards /təˈwɔːdz/ *prep*	بەرەو رووی
waterfall /ˈwɔːtəˌfɔːl/ *n*	تاڤگە
worry /ˈwʌri/ *v*	نیگەران دەبێت

3 TO HELP YOU STUDY

Collect words in networks like this.



Try making networks for these subjects.

school: people, rooms, subjects

sports: types of sport, people, equipment

home: people, rooms, furniture

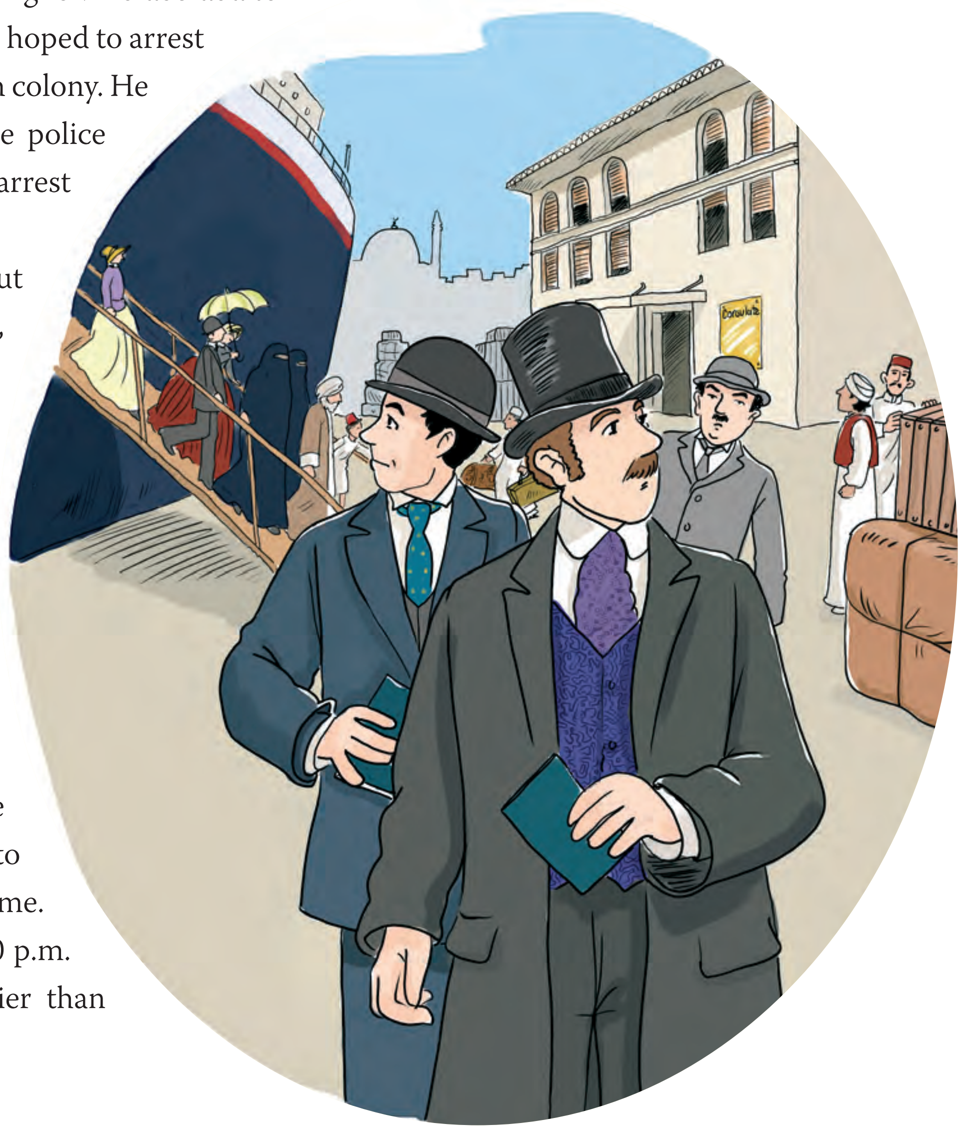
Activity Book Unit 2 pages 16–17 Activities 1–3

Literary Reader

Episode 2: The race to India

Mr Fogg and Passepartout travelled by train to Italy, and there they caught a large ship called the *Mongolia*. This was going to sail through the Suez Canal to Bombay, in India.

A week after they left London, Mr Fogg and his servant found themselves in Suez. While the ship's crew were putting more coal in the boat, Phileas Fogg and Passepartout went to the British Consulate to check their passports. While they were getting off the ship, another Englishman saw them. It was Mr Fix, an English police detective who was in Suez because he was looking for the London bank robber. Detective Fix was excited to see that one of the men who were getting off the ship closely matched the description of the robber. He secretly followed Fogg and his servant. Mr Fogg later left the Consulate and returned to the ship alone. Mr Fix decided to talk to Passepartout. He discovered that the men were travelling round the world, and that Mr Fogg was carrying twenty thousand pounds in his bag. Passepartout did not know much more than that about his master. But when he heard these strange things, Detective Fix felt sure that Phileas Fogg was the man that he was looking for. He decided to go on the ship to Bombay, where he hoped to arrest Mr Fogg in a place that was a British colony. He immediately sent a message to the police in London asking for the correct arrest papers to be sent to Bombay.



During the journey, Passepartout was surprised to see Mr Fix again, but the two men spent time together and became friends, while Phileas Fogg played cards with the other passengers. The journey along the Suez Canal, through the Red Sea and across the Indian Ocean to Bombay, usually took ten days. However, Phileas Fogg quietly promised the engineer of the *Mongolia* a large amount of money and asked him to get them to Bombay ahead of time. The ship arrived in Bombay at 4.30 p.m. on 20th October – two days earlier than planned.

In Bombay, Mr Fogg sent Passepartout to buy more clothes for them both. While Passepartout was shopping, Mr Fogg went straight to the passport office, and then to the railway station. There, he waited quietly for the 8 p.m. train to Calcutta. He was not interested in seeing Bombay.

Passepartout was not like Fogg: he was excited to be there. He bought some clothes, and then he looked round the city. He saw a beautiful temple, and he decided to look inside. But he did not know that it was very important to take off his shoes before going into a temple. Immediately, three angry priests began attacking him and pulling off his shoes. Passepartout was shocked, but quickly hit his attackers and ran out of the temple. He escaped and arrived at the railway station, without his hat or shoes, five minutes before the train to Calcutta left. He immediately explained his story to Phileas Fogg and told him all about the temple and his lucky escape. Mr Fix was hiding not far from them in the station, and he also heard the story. He still did not have the arrest papers, but he wanted to follow Mr Fogg and Passepartout to Calcutta on the train. He watched them climb quickly into one of the train carriages. He was going to get into the next carriage when he suddenly changed his mind. As he watched the steam train slowly starting the three-day journey to Calcutta, Mr Fix thought carefully about the Frenchman's story, and he had a new idea.

DID YOU KNOW?

Big international engineering projects began in the 19th century, and these helped travel and transport around the world a lot. Two of the biggest were the Suez Canal, finished in 1869, and the Panama Canal, opened in 1914. The map shows how they changed journeys around the world. Travel suddenly became much faster and safer. (The journey around Cape Horne was especially dangerous in the old days.)



3
LESSONS 1&2

EAT WELL – BE WELL

How many do we need?

some **and** ***any***, ***much*** **and** ***many*** • ***a, some*** **and** ***the***

A LISTEN AND DO



1 Look at the food and drink in the supermarket. Match their names with numbers 1–20.

bread butter cheese chicken legs coffee eggs fish kebabs lemonade lemons lettuces milk olives onions orange juice oranges potatoes tea tomatoes yogurt

2 Find these new items. Match their names with letters a, b, c, d.

bread rolls cola ground meat tomato paste

3 Copy the shopping list. Then listen and complete it for Lucy and Tim.

Shopping list

Item	*Quantity*
ground meat	*10 kilos*
onions	
tomato paste	
bread rolls	

bag bottle can carton jar kilo litre packet piece tub

B GRAMMAR p34

1 Look.

some **or** ***any***

We need ***some*** *ground meat.*
Do we need ***any*** *vegetables?*
We don't need ***any*** *tomatoes.*

much, many, a little, a few **or** ***a lot of***

How ***much*** *meat do we need?*
How ***many*** *people are coming?*
There isn't ***much*** *time.*
We don't need ***many*** *packets.*
We only have ***a little*** *time.*
We only need ***a few*** *onions.*
That's ***a lot of*** *meat!*

2 Listen to the conversation again and find more examples.

Activity Book Unit 3 pages 18–19 Activities 1–4

C SPEAK

1 Write your own shopping list.

Item	*Quantity*

2 Now work with a partner and take turns to ask and answer. Make a new shopping list to write what your partner says.

A Are you going to buy any (drinks)?

B No, I'm not going to buy any (drinks) today. But I'm going to buy some (olives).

A How (many) are you going to get?

B I'm going to get (half a kilo).

3 Compare your lists. They should be the same!

D LISTEN AND READ



1 Listen and read.

Lucy Right, Tim, we've got enough chips, so could you help make a few more burgers? I can't make them fast enough.

Tim Sure. Just tell me what to do.

Lucy Well, first cut some onions into very small pieces. Then take some meat and some tomato paste ... and mix the meat, the paste and the bits of onion together.

Tim OK. And what do I do next?

Lucy Get a pan and heat a little oil in it.

Tim And then?

Lucy Put the burgers in, and cook them for about ten minutes.

Tim What else do I need to do?

Lucy Get some bread rolls and cut them. And you also need to prepare some lettuce.

Tim Oh, look, the fireworks are starting!

Lucy Very pretty! But come on, Tim, we have to keep cooking.

Tim OK, OK!

2 Complete the statements. Find the correct nouns in the text.

1 There are enough …, but they haven't got enough …, so Lucy wants Tim's help with these.

2 He has to get some … and cut these into small … .

3 Then he has to mix these with some … and some … to make the burgers.

4 He has to heat some … in a … and cook the burgers for ten … .

5 At the same time, he has to cut some … and prepare some … .

E GRAMMAR p34

1 Look.

a*, *some* and *the

*Get **a** pan, and cut **some** onions.*

*Take **some** meat and **some** tomato paste.*

*Mix **the** meat and **the** paste together.*

2 Read and act out the conversation between Lucy and Tim.

Activity Book — Unit 3 page 19 Activities 5 and 6

F LISTEN AND SPEAK

Play a memory game.

Say what you bought at the supermarket.

How long can you make the list? Start like this:

A We bought some bottles of cola.

B We bought some bottles of cola and a jar of coffee.

C We bought some bottles of cola, a jar of coffee and two kilos of potatoes.

D We bought some bottles of cola, a jar of coffee, two kilos of potatoes and …

EAT WELL – BE WELL

Types of food that you need

a, the* and zero article • relative pronouns *who, which* and *that

A READ

Make mine a pyramid pizza, please!

by Dr Lynda Hill



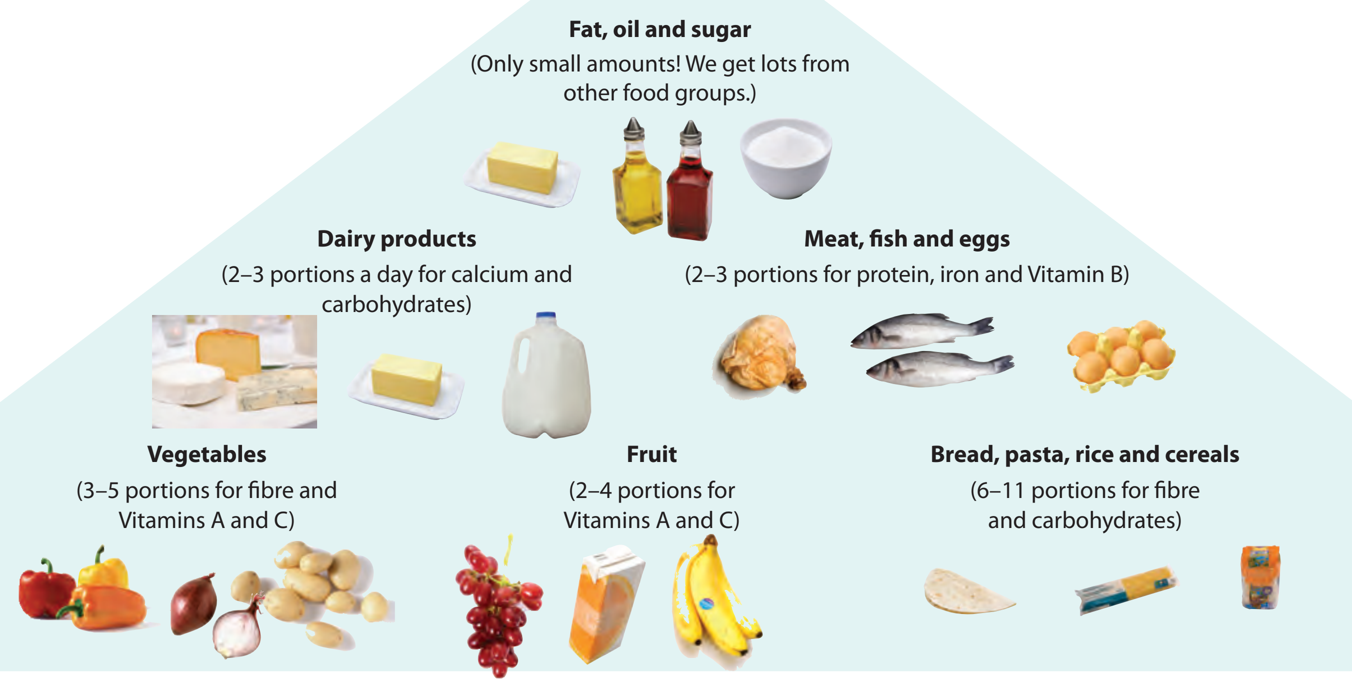
Yesterday, I saw a teenager who did not feel well. Joe started to explain. 'I don't have much energy at school, and I often get bad headaches.'

Then he talked about food. 'I don't eat breakfast because I never feel hungry then – and I'm always late for the school bus at 7.30! And for lunch,' he went on, 'I usually get a big bag of chips and some cola.' His only good meal was dinner at home in the evening.

He looked like a lot of young people that come to see me. He was tired and overweight. I said, 'Joe, you're a good example of the old saying: "You are what you eat". You eat unhealthily, and you are unhealthy!'

'You should do two things,' I said. 'First, you need to start eating breakfast. Your body needs energy in the morning, and that means food. Secondly, you should try to change to a healthy diet.'

Then I showed him the Food Pyramid diagram.



The Food Pyramid includes the six groups of food which we eat. Between them, these give the 50 nutrients that we need, and you can get all of them quite easily. Try the pyramid pizza:

- The base brings you the bread group.
- The cheese comes from the milk group.
- Add some chicken and you've got the meat group.
- Some onion or pepper gets you the vegetable group.
- Top it with some pineapple and you've even got the fruit group!

Yes, it's really simple. Eat well and you'll be well!



You need …

- calcium for strong bones;
- carbohydrates for quick energy;
- fibre to help your stomach work well;
- protein to build your body;
- vitamins and iron for good health.

1 Do the tasks.

1 Look quickly at the photo and diagram, and:

a) name the writer's job.

b) say what you think she is writing about.

2 Look at the diagram for a minute, and then cover it. Say:

a) how many groups of food there are.

b) all the types of food that you can remember.

2 Correct the statements that are wrong.

1 Joe eats three healthy meals a day.

2 Not many teenagers have the same problem that Joe has.

3 Joe needs to get up earlier in the morning.

4 He needs to start having lots of chips and cola for lunch.

5 If you put fruit and vegetables together, you need about 50 portions a week.

3 Read to find the correct meaning.

paragraph 4: … and **that means food**.

a) energy is the same thing as food

b) to get energy you have to eat food

B GRAMMAR p34

1 Look.

***a/an/some, the* or (–) zero article**

I usually get ***a bag of chips / some chips****.*

I'm always late for ***the school bus*** *at 7.30.*

I often get ***(–)*** *bad headaches.*

2 Find more examples in the text.

Activity Book Unit 3 page 20 Activity 1

C READ AND SPEAK

1 Decide what the title means.

a) Could you make a pyramid out of pizzas, please?

b) Please make a pizza that looks like a pyramid.

c) I'd like a pyramid pizza, please.

2 Explain the Food Pyramid diagram. Start like this.

At the top of the Pyramid, there is one food group - fat, oil and sugar. We need only small amounts because we get …

In the middle of …, there are two … - dairy products and … With dairy products, we need two or three … These give us calcium and … With meat, fish and …, we need …

At the bottom of …

Activity Book Unit 3 page 20 Activities 1 and 2

D SPEAK

Agree with each other.

A I (really) like (meat).
B I love …, too.

A I don't like (oranges).
B I can't stand …, either.

Activity Book Unit 3 page 21 Activity 3

E GRAMMAR p34

1 Look.

Relative clauses with *who, which* and *that*

He looked like a lot of young people ***who / that*** *come to see me.*

The Pyramid includes the six groups of food ***which / that*** *we eat.*

2 Find more examples in the text.

Activity Book Unit 3 page 21 Activity 4

F SPEAK

1 Look at the pyramid pizza again. Ask and answer questions.

A Why is the (chicken) in the pizza important?

B Because that's the ingredient which / that gives us (protein).

2 Ask and answer questions about people that you have met in this book.

A He's (the Canadian) who (was travelling to Kurdistan in Unit 1).

B You're talking about (Ben), aren't you?

A That's right. Now it's your turn.

3 LESSONS 5&6

EAT WELL – BE WELL

Explaining your culture: food

A READ

1 Look at the pictures and the poem. Then answer these questions.

1 What does the first line of each verse say?

2 Look at the title. What does it mean?

3 Who do you think the writer is speaking to?

2 Listen to the poem and check your answers.

3 Listen to each verse. What does each one say 'thank you' for?

a) Wonderful things in nature that you can hear

b) Wonderful things from nature that you can eat

c) Wonderful things in nature that you can see

4 Listen to your teacher's explanations and find all the 'wonderful things' in the pictures.

5 Work out the meanings of these words – a) or b).

Line 5 **corn**

a) a type of flower

b) a type of plant that people use for food

Line 6 **ripe**

a) young and not yet ready to eat

b) fully grown and ready to use for food

Line 15 **soaring**

a) flying fast and high in the sky

b) walking quietly on the ground

6 Listen again. Then read the poem aloud.

Activity Book **Unit 3 pages 22–23 Activities 1–2**

Thanksgiving



Thank You
for all my hands can hold –
apples red,
and melons gold,
yellow corn
both ripe and sweet,
peas and beans
so good to eat!





Thank You
for all my eyes can see –
lovely sunlight,
field and tree
white cloud-boats
in sea-deep sky,
soaring bird
and butterfly.





Thank You
for all my ears can hear –
birds' song echoing
far and near,
songs of little
stream, big sea,
cricket, bullfrog,
duck and bee!







Ivy O. Eastwick



B WRITE

1 Write *a, some, the* or – (zero article).

A simple Japanese dish

The Japanese have a very good, traditional diet. Like many other people in Asia, they eat _1_ rice. They also eat a lot of _2_ fish and _3_ vegetables. They do not eat a lot of meat or dairy products, and this means their diet is low in _4_ unhealthy fat. It is also quite low in _5_ sugar and in _6_ oil.

Let's look at some of the ingredients that you need to make *nabemono* /næbemɒnəʊ/, a simple Japanese dish. For this, you need _7_ kilo of white fish. You also need half _8_ kilo of *tofu* /ˈtəʊfuː/ (white soya bean cake), and it is very important to have _9_ green vegetables, too. Then you need _10_ soya sauce and Japanese spices, and you must have _11_ rice – about _12_ cup for each person.



First, clean _13_ fish and cut it into pieces. Then wash _14_ vegetables and cut them into pieces, too. Also cut _15_ tofu into pieces. Now it is time to start cooking _16_ rice. Next, heat a large, deep pan of water. When it is hot, add _17_ soya sauce and spices, and then slowly add _18_ other ingredients and let them cook for about fifteen minutes. Then eat!



2 Look at the first sentence in paragraphs 1 and 2 of *A simple Japanese dish.*

These are the paragraph topic sentences. They tell you the subject of the paragraph. A topic sentence is usually the first sentence of a paragraph.

3 Choose the best topic sentence for paragraph 3.

a) You can make several dishes with fish, vegetables, *tofu* and rice.
b) There are a lot of jobs that you need to do in the kitchen.
c) Here's how to cook this traditional Japanese dish.

C UNIT TASK

1 Explain Kurdish food to a visitor.

1 Explain the types of traditional food that Kurdish people eat.
  We like … / eat a lot of …
  We don't eat much / many …
  Our diet is healthy / unhealthy because …

2 Choose a simple Kurdish dish to talk about. List the ingredients that you need.
  You need a / some …
  You must also have a / some …

3 Explain how to cook the dish.
  First, clean / cut / prepare / wash the …
  Then … / Now … / Next, …

2 Write your explanation with topic sentences.

Activity Book Unit 3 page 23 Activity 3

Language Focus

1 GRAMMAR ڕێزمان

Lessons 1 and 2: *a/an, some* and *any, much* and *many*

ئەم جۆرە وشانە ژمێردراون

burger orange vegetable

ئەم جۆرە وشانە نەژمێردراون

oil rice sugar

an/a یان ***some*** بەکاردەهێنین لەگەڵ رستەی ئەرێدا، یان کاتێك پرسیار دەکەین و پێشبینی وەڵامی ***Yes*** دەکەین.

*I ate **a burger** and **an orange**.*
*Could you buy **some vegetables**?*

بەردەوام ***some*** بەکاردەهێنین لەگەڵ رستەی ئەرێدا یان کاتێك پرسیار دەکەین و پێشبینی وەڵامی ***Yes*** دەکەین.

*Let's cook **some rice**.*
*Would you like **some sugar**?*

an/a یان ***any*** بەکاردەهێنین لەگەڵ رستەی نەرێدا یان لەگەڵ پرسیاری ***No/Yes*** دا.

*Have you got **an orange**?*
*No, we **haven't** got **any oranges**.*

بەردەوام ***any*** بەکاردەهێنین لەگەڵ رستەی نەرێدا یان لەگەڵ پرسیاری ***No/Yes*** دا.

*Have you got **any oil**?*
*No, we **haven't** got **any oil**.*

- زۆربەی کات ***a lot*** لەگەڵ رستەی ئەرێدا بەکاردەهێنین.

*We bought **a lot of vegetables**.*

*We bought **a lot of rice**.*

هەمیشە ***many*** لەگەڵ رستەی نەرێ و پرسیاری ***No/Yes*** دا بەکاردەهێنین

*Have you got **many oranges**?*
*No, we **haven't** got **many oranges**.*

هەمیشە ***much*** لەگەڵ رستەی نەرێ و پرسیاری ***No/ Yes*** دا بەکاردەهێنین

*Have you got **much oil**?*
*No, we **haven't** got **much oil**.*

Lesson 2: *a/an, some* and *the*

- ***some, an/a (یان any)*** بەکاردەهێنین کاتێك باس لە شتێکی نوێ دەکەین.

*Look! There's **an apple** on the table.* *There are **some sandwiches**, too.*

- ***the*** بەکاردەهێنین کاتێك باس لە شتێکی ناسراو دەکەین.

*You can have **the apple**, and I'll have **the sandwiches**.*

Lesson 3: *a/an/some, the* or – (zero article)

- ***some, an/a*** بەکاردەهێنین کاتێك باس لە شتێکی تایبەت دەکەین.
- ناو بەتەنها بەکاردەهێنین بۆ باسکردنی جۆری شتێك.

*I usually get **a burger** and **some cola**.*
*I eat **the burger** first, and then I drink **the cola**.*
*You must change your diet. **Burgers** and **cola** are bad for you!*

Lesson 4: Relative clauses with *who, which* and *that*

- نیمچە رستەی پەیوەندی زانیاری گرنگ و نوێ زیاد دەکات بۆ نیمچە رستەی یەکەم

نیمچەڕستەی یەکەم	زانیاری نوێ
*He looked like a lot of young **people**.*	*The **people** come to see me.*
*These groups give the 50 **nutrients**.*	*We need the **nutrients**.*

- نیمچە ڕستەکان بەیەکەوە دەبەستینەوە بە ***who*** (یان ***that***) بۆ خەڵك ، و ***which*** (یان ***that***) بۆ شت و ئاژەڵ.

*He looked like a lot of young people **who (that)** come to see me.*
*These groups give the 50 nutrients **which (that)** we need.*

2 VOCABULARY وشەکان

a (~ day) /ə/ *det* ئامرازی نەناسراو
amount /əˈmaʊnt/ *n* بڕ
base /beɪs/ *n* بناغە
bone /bəʊn/ *n* ئێسك
boss /bɒs/ *n* سەرۆکی کار
bottle /ˈbɒtl/ *n* بوتڵ
bread roll /ˈbred ˌrəʊl/ *n* بابۆلە، پاروو
burger /ˈbɜːgə/ *n* هەمبەرگر
calcium /ˈkælsiəm/ *n* کالیسیۆم
carbohydrate /ˌkɑːbəʊˈhaɪdreɪt/ *n* کاربۆهیدرات
can /kæn/ *n* قوتو
canned /kænd/ *adj* لە قوتونراو
carton /ˈkɑːtn/ *n* کارتۆن
cola /ˈkəʊlə/ *n* کۆلا
dairy /ˈdeəri/ *n* شیرەمەنی
diagram /ˈdaɪəˌgræm/ *n* هێڵکاری
dish /dɪʃ/ *n* دەفر، خواردن
energy /ˈenədʒi/ *n* وزە
fibre /ˈfaɪbə/ *n* ریشاڵ
ground meat /ˌgraʊnd ˈmiːt/ *n* گۆشتی قیمە
headache /ˈhedeɪk/ *n* سەرئێشە
healthy/ily /ˈhelθ/ili/ *n* تەندروست
ingredient /ɪnˈgriːdiənt/ *n* پێکهاتە
iron /ˈaɪən/ *n* ئاسن
item /ˈaɪtəm/ *n* شت ، ماددە
jar /dʒɑː/ *n* سوراحی ، دۆلکە
keep (= continue) /kiːp/ *n* بەردەوام بوون
loaf (loaves) /ləʊf/ *n* کولێرە
nutrient /ˈnjuːtriənt/ *n* خۆراك بەخش
overweight /ˈəʊvəˈweɪt/ *adj* کێشی زۆر، قەڵەو
packet /ˈpækɪt/ *n* پاکەت
pepper /ˈpepə/ *n* بیبەر
piece /piːs/ *n* پارچە ، بەش
portion /ˈpɔːʃn/ *n* بەش
pretty /ˈprɪti/ *adj/adv* جوان ، باش
product /ˈprɒdʌkt/ *n* بەرهەم
protein /ˈprəʊtiːn/ *n* پرۆتین
pyramid /ˈpɪrəmɪd/ *n* هەرەم
sauce /sɔːs/ *n* ساس
saying /ˈseɪɪŋ/ *n* وتن
section /ˈsekʃn/ *n* پارچە ، بەش
soya /sɔɪə/ *n* سۆیا (جۆرێکە لە پاقلە)
spice /spaɪs/ *n* بەهارات
stomach /ˈstʌmək/ *n* گەدە
tomato paste /təˈmɑːtəʊ peɪst/ *n* دۆشاوی تەماتە
tub /tʌb/ *n* تەشت
unhealthy/ily /ʌnˈhelθi/li/ *adj/adj* ناتەندروست
vitamin /ˈvɪtəmɪn/ *n* ڤیتامین

3 TO HELP YOU STUDY

In English, one letter may have several sounds, and here you really need the phonetic alphabet. Do these tasks.

1 Use the phonetic spellings to read out the words in the table.

bottle ['bɒtl]	cola ['kəʊlə]	stomach ['stʌmək]

2 Use the phonetic spellings to read out the following words.

bone /bəʊn/ ئێسك
kilo /ˈkiːləʊ/ کیلۆ
orange /ˈɒrɪndʒ/ پرتەقاڵ
honey /ˈhʌni/ هەنگوین
onion /ˈʌnjən/ پیاز
top /tɒp/ لوتکە

3 Copy the table in 1 and add the words in 2. Then add more words that you know. Read out the columns.

4 Do the same with these words.

bread [bred]	meat [miːt]	meal [miəl]

already/ɔlˈredi/ پێش ئێستا
eat /iːt/ بخۆ
real /riəl/ راستەقینە
cheap /tʃiːp/ هەرزان
headache /ˈhedˌeɪk/ سەر ئێشە
steal /stiəl/ دزین

Activity Book Unit 3 pages 24–25 Activities 1–3

Literary Reader

Episode 3: Across dangerous India

Phileas Fogg and Passepartout were now on a journey from one side of India to the other by train. They travelled through forests which were home to wild tigers, snakes, elephants and monkeys. There were also groups of very dangerous Indians living in the forests who often hurt or killed their own people and visitors.

Another Englishman was sitting next to Mr Fogg and Passepartout on the train. His name was Sir Francis Cromarty and he was a soldier in the British army in India.

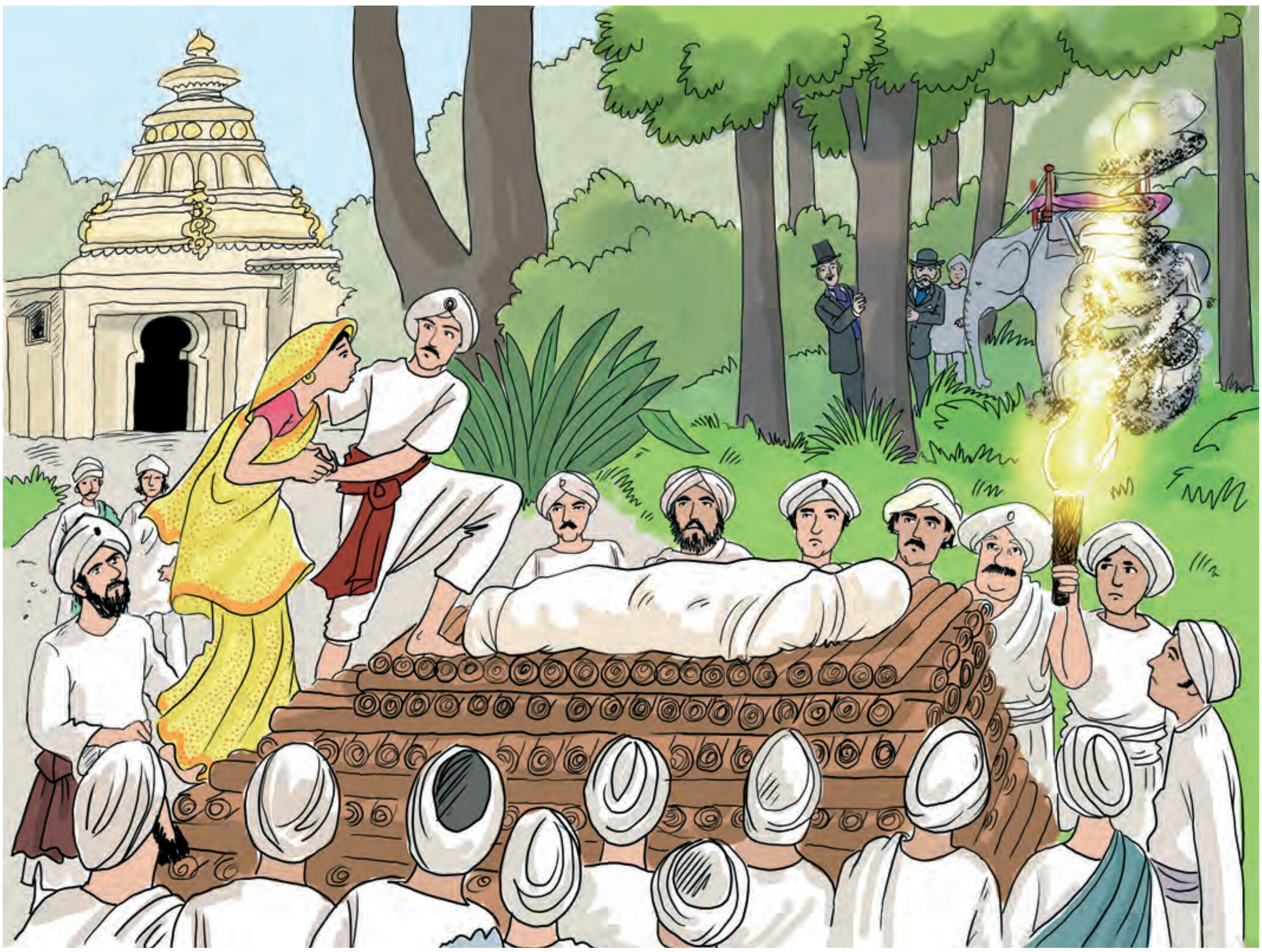
'Mr Fogg, your friend made a big mistake at the temple. If the British police catch him, you will have a lot of problems,' said Sir Francis quietly.

'If the police catch him, then they will decide what happens to him. I haven't done anything wrong. They can't stop me from completing my journey,' Phileas Fogg calmly replied.

A little later, the train stopped suddenly and a man walked through the train asking everyone to get out.

'Why have we stopped?' Mr Fogg asked the man.

'There isn't any more railway,' said the conductor, 'it isn't finished. There are fifty miles between here and Allahabad, the town where the railway line starts again.'



The three travellers got off the train and started to look for another way to cross the fifty miles. Phileas Fogg decided to go by elephant. He bought an elephant from a local man for two thousand pounds, and then found a guide who knew the way. All three men climbed onto the elephant and the guide took them through the dangerous forests. After hours of travelling, they heard something in the forest. They hid themselves in the trees and watched. It was a group of people singing, dancing and playing sad music while they walked. They were carrying a rich old prince who was dead, and were making a beautiful young woman walk next to the dead body.

Sir Francis knew what was happening. 'This is called a "suttee",' he said. 'They will burn the woman alive with her dead husband tomorrow morning.'

Mr Fogg was unhappy to hear this and said, 'I think we should save this woman.'

'Yes, I do too,' said Sir Francis, 'but it will be very dangerous.'

They followed the strange group of people to a temple near there. At the temple it seemed impossible to save her because there were too many people protecting her. The morning arrived and they did not know what to do. The people put the woman on top of a pile of wood with her dead husband. They started the fire and a lot of smoke started to come from the burning wood. Suddenly, the dead body on top of the fire stood up and carried the woman down from the fire. When the crowd saw this they were very frightened. The dead man took the woman to Phileas Fogg and quickly said, 'Let's go!' It was really Passepartout! Fogg and Sir Francis helped the woman get on the elephant and quickly ran away before the crowd understood what was happening. They escaped and when they arrived in Allahabad, Mr Fogg paid the guide and gave him the elephant as a present.

The woman spoke English perfectly and was very beautiful. She thanked the men and explained that her name was Aouda. She had an uncle in Hong Kong and Phileas Fogg offered to look after her and take her there. Mr Fogg, Passepartout and Aouda caught the train and finally arrived in Calcutta at 7 a.m. on 25th October. Phileas Fogg was no longer two days early – he was just on time, but he was happy.

DID YOU KNOW?

China has the largest population in the world (1.3 billion), but India's population of 1.1 billion is not far behind, and by 2030 there will be more Indians than Chinese – about 1.5 billion. That's 1,500,000,000 men, women and children!

About two thirds of the people in India still live in the country, but the cities are growing very fast. Mumbai and the capital, Delhi, are two of the six largest cities in the world.

Large parts of India are still very poor, but the economy is developing fast, and people in the cities are quickly getting richer. There are a lot of new industries, and one of the strongest is information technology. This has developed partly because of high levels of education and computer skills and partly because Indians can communicate internationally through English.

4 LESSONS 1&2

REVISION
See you soon!

A READAD

1

Hi, Haval

I want to stay in contact, so here's a quick email. I also want to say thanks again to your parents. They were very kind while I was waiting for Dad at the airport on Saturday.

I hope that you enjoyed Saturday night in Erbil, and that you got back safely to Silemani yesterday.

I'm enjoying myself a lot. Dad is taking a short holiday from Friday this week, and we're travelling into the mountains near Ahmadawa. I'm looking forward to that very much.

I expect you're having a good time, too.

Best wishes,

Ben

2

Hi, Ben

I want to stay in contact, too, so thanks for your email two days ago. And yes, I'm having a great time!

I'm sorry I couldn't write back yesterday, but we were out all day. We were having a big family picnic with lots of cousins and aunts and uncles. We went to Ahmadawa, a beautiful place with waterfalls. It's a place which is very popular for picnics.

Kurdish picnics are amazing! We prepared about ten kilos of biriani, 100 kebabs, and I counted 30 bottles of cola and fruit juice! We sang traditional songs, and we all enjoyed ourselves a lot!

We're hoping you'd still like to visit Silemani. But there isn't much time because I fly home on Saturday the 22nd, and it's already the 5th. Maybe you can come after your trip.

Bye!

Haval

3

Hi, Haval

Thanks very much for your invitation yesterday. I'd love to come then. It's a good time because Dad is going to be very busy at work.

Today, I'm getting ready for the trip. We're going tomorrow, Friday the 7th, and we're coming back next Tuesday.

Dad says he can take me to Erbil on Wednesday morning, and then I can catch a bus. He says buses leave Erbil for Silemani every two hours.

Best wishes,

Ben

4

Hi, Ben

That's a good plan. Call when you get to Erbil. Then we can be ready to meet you when you arrive. I hope you get this before you leave today.

Sorry, I have to run. We're all going into town!

Good luck in the mountains. Go carefully!

Haval

busy/ily /ˈbɪzili/ *adj/adv* سەرقاڵ، بەسەرقاڵی
plan /plæn/ *v/n* پلان دادەنێت ، پلان دانان



1 Do the tasks.

1 Look at the picture. Say what is happening.

2 Match the correct email to the picture.

2 Copy and complete the time charts.

Events before Ben's trip to the mountains (past simple):

Saturday, 1st April	Sunday, 2nd April	Tuesday, …	Thursday, …
Ben & Haval arrived in …	Haval & his family drove …	Haval & his …	Ben …

Events from the start of Ben's trip (*going to* for future):

Friday, …	Tuesday, …	Wednesday, …
Ben & his dad are going …	Ben & his dad …	Ben is …

3 Answer the questions.

Email 1:

1 What does Ben want to say to Haval's parents?

2 What is Dad's plan?

Email 2:

3 What was Haval doing all day on Tuesday?

4 Why must Ben visit Silemani before Saturday the 22nd?

Email 3:

5 Why should Ben stay with Haval soon after the trip?

6 How often do buses go from Erbil to Silemani?

Email 4:

7 What time of day is Haval writing this email? How do you know?

4 Correct the statements that are wrong.

1 Ben and his dad are planning to spend four nights in the mountains.

2 Ahmadawa is a place that is very popular for bonfire parties.

3 Haval and his family went to Ahmadawa for a birthday party.

4 They took some lemonade, but they did not take much cola or fruit juice.

5 They sang modern 'pop' songs.

6 Haval enjoyed himself at Ahmadawa, but the others did not.

5 Read to find the correct meaning.

Email 3: I'd love to come **then**.

Email 4: **That**'s a good plan.

4 LESSONS 3&4

REVISION
Language

A SPEAK

1 Describe and identify pictures in Units 1–3. Use *a/an, some* and *the.*













2 Plan a class picnic.

1 Agree on the things that you need and make a shopping list.

A We need some (apples).
B How many, do you think?
A Not many – just a few.
B So let's say (three/half a kilo).

B We need some (lemonade).
A How much, do you think?
B Not much – just a little.
A So let's say (a litre/three cans).

2 Use your shopping list. Say what you plan to buy.

A We're buying (half a kilo of apples).
B And we're getting (a litre of lemonade).
C We're also …













3 Ask questions about Units 1–3. Answer with relative clauses.

A Who's Bahar?
B She's the cousin who Haval emailed before his visit.

B What's a pyramid pizza?
A It's a pizza which includes all the different food groups.

4 Compare your past and present life.

Use these ideas.

play with my friends   help around the house
watch TV

A I (often) (played with my friends) (in the afternoon).
But now I (always) (do homework) (in the afternoon).
What about you?

B I (usually) (used to watch TV) (in the afternoon).
But now I (often) (help around the house) (at that time).
What about the evening?

5 Talk about your plans for Friday. Use these ideas.

go shopping with my parents
meet my friends   visit (name) in hospital
have a picnic

A What are you doing on (Friday afternoon)?

B (I think) I'm (going shopping with my parents).
What about you?

A I'm …

6 Talk about Haval's and Ben's flights home.

Name	Fly on …	Leave at …	Arrive in … at …	Leave at …	Arrive in … at … on …
Haval	22/04	18.15	London, 21.30	22.45	San Francisco, 07.50, 23/04
Ben	30/04	18.15	London, 21.30	22.20	Vancouver, 07.10, 23/04

Haval flies on the 22nd of April, and he leaves at … .
He arrives in … at … . Then he … at … , and he finally … .

7 Say what you were doing.

at (8.00) yesterday morning / afternoon / evening
at this time yesterday / on Friday / last week

A (At this time on Friday,) I was (playing football). What were you doing, (Newar)?

B (At this time on …). I was … What were you doing, (Azad)?

8 Complete the dialogues with words from the box.

I/me/my/mine/myself   he/him/his/himself
she/her/hers/herself   you/your/yourself
they/them/themselves

1 **A** Look at those cuts on Dara's legs. What happened to ___?
B ___ fell off ___ bike this morning and hurt ___.

2 **A** Sirwan, ___ can't go to the party like that! Look at those dirty shoes!
B Well, yes, OK, ___ need to clean ___.
A And look at ___ in the mirror! ___ face is dirty, too. Go and give ___ a good wash!

3 **A** Chinar, are these ___ trainers?
B No, ___ aren't ___. ___ trainers are over there. What about asking Shilan? ___ hasn't got anything on ___ feet.
A Yes, maybe ___'re ___. ___'ll ask ___.

Activity Book **Unit 4 pages 28–29 Activities 1–4**

4 LESSONS 5&6

REVISION
Vocabulary and skills

A VOCABULARY

Complete. Change the forms when necessary.

1 An email

ahead of | arrive | attach | internet | make contact | reply

COMPOSE EMAIL

Send | Send Later | Save to Inbox | Link | Tools | Library

To: | Subject:

Hi, Luke,

Thanks for your email. It _1_ five minutes ago, and so I'm quickly _2_ to it before I go to bed.

It's strange, isn't it? For you in New Zealand, it's 8.00 in the morning, and that's nine hours _3_ us here in Kurdistan.

For you, it's Wednesday now, and here it's still only Tuesday. But with email and the _4_ we can _5_ so easily. We really live in a small world!

I'm _6_ a photo of me with my family. I hope you like it.

I must stop now and get some sleep. I've got a busy day tomorrow.

Bye for now,

Azad

2 A newspaper story

ambulance | emergency | first aid | paramedic | rescue | save

Manchester Evening News *2nd May, 20..*

999 FOR HILDA BARKER, 99

After a week of heavy rain, the streets of Newton are today under a metre of water. The _1_ services are busy helping people all over town, getting them to dry land and safety.

A 999 call from the Newton Old People's Home at 9.30 this morning led to the _2_ of 28 people between the ages of 73 and 99. The oldest, Mrs Hilda Barker, will be 100 this week.

Firefighters brought Hilda and her friends to dry land by boat. There, several _3_ and nurses were waiting with four _4_ to take them quickly to Newton Hospital. On the way, they needed to give _5_ to Hilda and some of the others to keep them alive.

Later, Hilda said, 'Those wonderful young men and women _6_ my life. I want all of them to come to my birthday party on Saturday!'

3 A magazine article

amount | bottle | healthy | ingredient | product | teenager

Think before you eat and drink! by Dr Lynda Hill



As a _1_ who is growing into an adult, it's very important for you to have a good diet. You need to make sure you're getting all the right nutrients. So you need to know about the _2_ that go into the many different food and drink _3_ that you eat and drink. And you need to try to choose ones that are _4_ .

Take two different sorts of cola at the supermarket, for example. The two _5_ may look almost the same, but read the labels, and you may find that the _6_ of sugar in one is much greater than in the other. You know that too much sugar is bad for you, so you now know which cola not to buy!

B LISTEN

1 Listen to Part 1 and answer.

1 Who is calling?
2 Who is answering the phone?
3 Why is he taking a message?
4 What is happening today?

2 Listen to Part 2 and complete.

Time now:	4.45
The problem:	The car broke down near …
What happened:	The car started again, but they missed …
The situation now:	Ben is waiting for the … at …
	Hopes to …

C PRONUNCIATION

1 Listen to the verbs. Say which sounds you hear – 1, 2 or 3.

Past simple	1 /t/	2 /d/	3 /ɪd/
happened			✓
stopped		✓	
suggested	✓		

2 Copy the table and add these verbs. Listen again and tick columns 1, 2 or 3.

stayed looked started arrived

3 Listen to Part 2 and repeat the verbs and sentences.

D SPEAK

You are Haval's uncle. Use your notes to explain to Haval and your wife when they come back from shopping at 5.00 p.m. Start like this.

Listen, Ben called at … , and there's a problem. His dad's car …

Activity Book Unit 4 pages 30–31 Activities 1 and 2

E UNIT TASK

1 Choose one of the following and tell a short, true story about something that happened to you.

1 Going on a journey from one place to another in Kurdistan.
2 Having a picnic.
3 Staying with an uncle and aunt or cousins.

Think about the following points.

* When did this happen, and where?
* What was happening?
* What happened then?
* How did you feel?
* What happened in the end?

2 Write your story in an email to the penfriend that you chose in Unit 1 – Amy Dawson in Australia or Jack Connor in Ireland.

Let me tell you about something that happened to me not long ago…

Episode 4: From India to Singapore

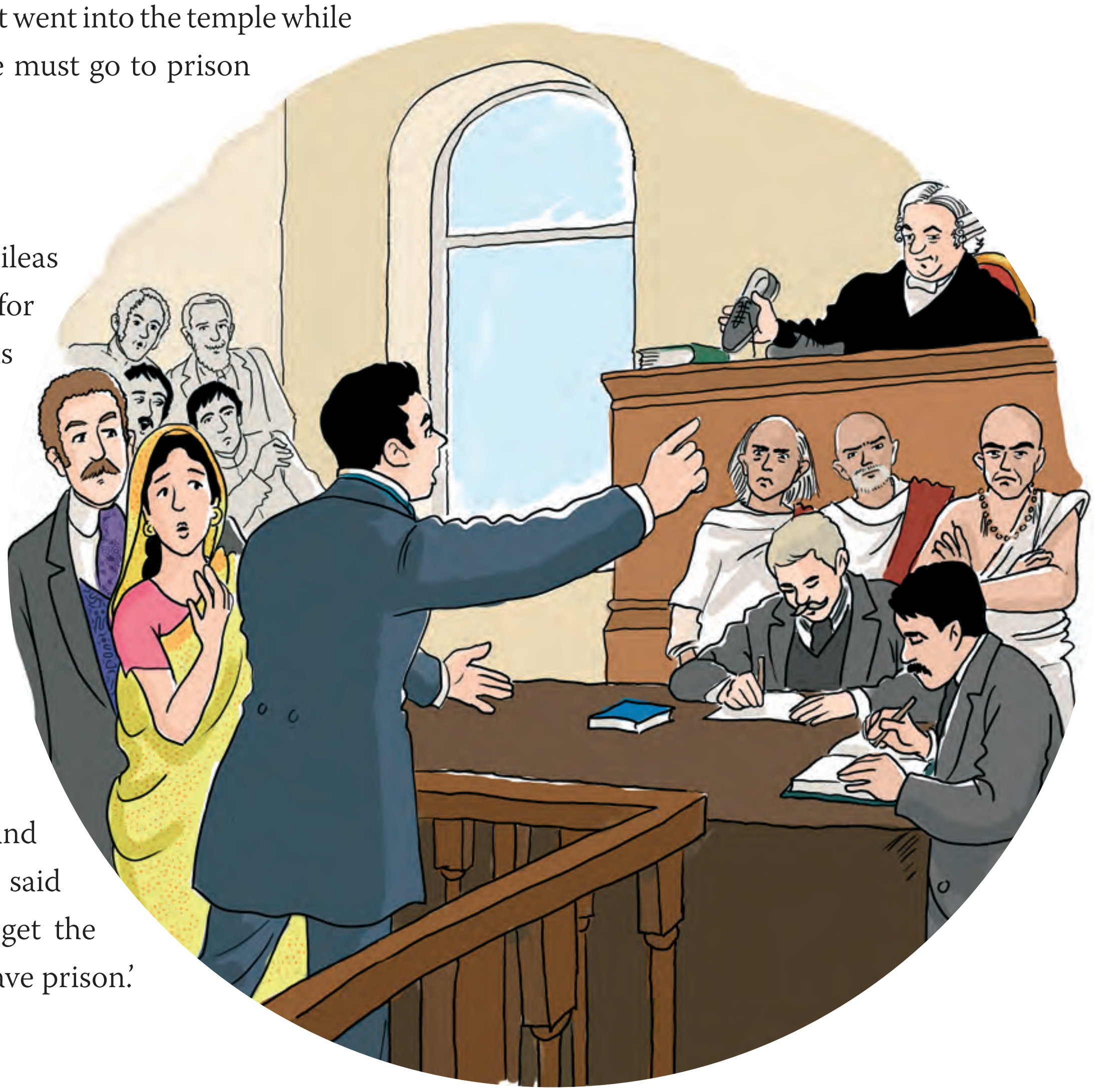
In Bombay, Detective Fix still did not have the correct papers to arrest Mr Fogg, but he knew that Passepartout could go to prison for his mistake at the temple in Bombay. He gave the priests at the temple some money and they agreed to go to Calcutta and tell the police about Passepartout.

And so, as Phileas Fogg, Passepartout and Aouda were getting off the train in Calcutta, a policeman stopped them. 'Are you Mr Phileas Fogg, and is this man your servant?' he said.

'Yes,' answered Fogg.

The policeman asked them to follow him and twenty minutes later they arrived at a strange building. As they were going inside, Mr Fogg realised that it was a court-room. There was a judge, and a lot of people were watching. A door opened and the three Indian priests came in. The judge explained why the men were in the court-room and held up a pair of shoes. 'My shoes!' shouted Passepartout in surprise. It was now clear that Passepartout was guilty.

The judge began to speak, 'The English law protects the religions of the Indian people. And because Passepartout went into the temple while he was wearing shoes, he must go to prison for fifteen days.'



'Fifteen days!' shouted Passepartout.

'Silence! And Mr Phileas Fogg will go to prison for seven days because he is your master,' finished the judge.

Fix was happy. There was now enough time for the arrest papers to arrive in Calcutta.

Mr Fogg stood up and calmly said, 'How much is the bail? I will pay it now.'

'Bail will be one thousand pounds for each man,' said the judge, 'and you will get the money back when you leave prison.'

Mr Fogg paid the two thousand pounds, Passepartout took his shoes and they both left the court with Aouda. They went immediately to the port and prepared to get on the *Rangoon*. This was a ship that was soon leaving Calcutta for Hong Kong. Detective Fix followed them to the ship and was very unhappy to see that Phileas Fogg was planning to leave the country and lose the bail money. Fix decided to follow them onto the boat secretly. He asked the police to wait for the arrest papers for Mr Fogg and then to send them to Hong Kong, another British colony. It was going to be his last chance to arrest Phileas Fogg on British ground.

During the voyage the weather was good and the passengers relaxed. Everyone enjoyed seeing the beautiful Andaman islands as the ship moved through the Bay of Bengal. Detective Fix decided to look for Passepartout on the ship. He wanted to find out about the woman who was travelling with them. Passepartout was very surprised to meet Fix again, but he told him all about their journey from Bombay and Aouda's story. Passepartout started to think that Mr Fix was following them. 'Is he watching Mr Fogg for the men at the Reform Club?' he asked himself. He decided not to tell Mr Fogg his ideas.

On the afternoon of Wednesday, 30th October, the *Rangoon* went through the narrow Strait of Malacca. At 4 a.m. the next morning the ship arrived at Singapore island, half a day early, and stopped for a few hours to get coal. Passepartout got off the ship and went shopping for some mangoes, while Phileas Fogg and Aouda took a two-hour trip through the beautiful country in a horse and carriage. A little way behind, hidden in the trees, was Detective Fix. He was carefully watching their every move.

DID YOU KNOW?

Singapore is a very special place that stands almost exactly on the Equator. It is only a small island-city, but it is an independent country, and it has a very special geographical position.

It stands on a narrow piece of water, the Strait of Malacca, that is on the main sea route between the West and the Far East. Before planes and before the Panama Canal, almost all goods and people that moved between East Asia and Europe travelled this way. And Singapore itself, although small, has one of the largest ports in the world. In the days of Mr Phileas Fogg it was always, and today it still is, full of ships from all over the world.

This accident of geography made Singapore very rich. And the high skills of its four million people are helping to keep it rich.



5
LESSONS 1&2

MOVING INTO SPACE
I've just had an idea!

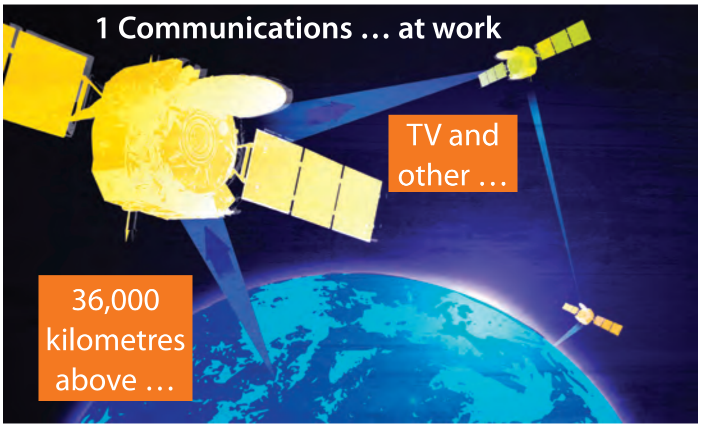
present perfect with *already*, *nearly*, *yet*, *so far* and *just* • past simple

A LISTEN AND DO

1 Copy the words. Number them 1–6 in the order that you hear them.

Earth orbit satellites
signals spacecraft station

2 Listen again. Copy and complete the diagram labels with words from 1.





B LISTEN AND READ

Teacher	Now, everyone, I hope everything has gone well with your projects about space. And remember: you need to complete them by next Monday. James, how far have you got?
James	I haven't finished yet, but I'm going to soon.
Teacher	Good. And how much have you done so far, Katie and Daniel?
Katie	We've nearly finished.
Teacher	Good! And Emma, have you nearly finished, too?
Emma	I've already finished!
Teacher	Well done! Tony and Sam, have you finished yet?
Tony & Sam	No. We haven't *started* yet!

Read again and answer the questions.

1 When must the students' work be ready?
2 Why is the teacher very happy with Emma?
3 What problem have Sam and Tony got?

C GRAMMAR p52

1 Look.

Present perfect with *already*, *nearly*, *not … yet* and *so far*

Statements

*We **have nearly finished.***
*I **have already finished.***
*I **have not finished yet**, but I am going to soon.*

Questions

*Have **you nearly finished**?*
*How much **have** you **done so far**?*

2 Act out the conversation.

Activity Book Unit 5 page 32 Activities 1–2

D LISTEN AND READ

Sam We need to write our space project, Tony.

Tony Mmm, but I'm watching TV.

* * * * *

TV Presenter We've just had some big news from the International Space Station. So we're going live to the international team of astronauts there. Captain Iryna Primakova, tell us your news.

Captain We've just finished the last section of the new ISS, and it is now complete.

Presenter When did you finish?

Captain A few minutes ago.

Presenter How long has the job taken?

Captain Two days. We arrived with the final section the day before yesterday. And now we're going to have a party!

Presenter Fantastic! People all over the world are watching these pictures right now, and we're all going to celebrate, too. Well done!

Astronauts Thank you. Spasiba! Arigato! Shor sepas!

Sam Amazing!

* * * * *

Tony Yes, but how do they send the pictures round the world?

Sam Good question. And I think you've just found the answer to our problem.

Tony How do you mean?

Sam Let's write about communications satellites!

Tony Yes! Great!

Correct the statements that are wrong.

1 The final section of the ISS has just arrived from Earth.
2 The team have just started work.
3 They are going to have a party because it is the Captain's birthday.
4 There are four nationalities or more on the ISS.
5 At the end, Sam and Tony have decided the subject of their project.

E GRAMMAR p52

1 Look.

Present perfect with *just*

*We **have just had** some big news from the ISS.*

Present perfect or past simple

*We **have** just **finished**, and it is now complete.*
A *When **did** you **finish**?*
B *(We **finished**) a few minutes ago.*

2 Act out the TV conversation as far as: And now we're going to have a party!

F SPEAK

1 Give the astronauts' reports during their space walk.

This is report 1. It is now 10.25, and we're space walking to ...

This is report 2. The time is now 10.28. We've just completed our …

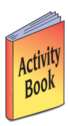
Next, we're going to connect …

Report	1	2	3	4	5	6
Time	10.25	10.28	10.40	10.52	10.57	11.00
Action	space walk to the new section	complete our space walk to …	connect the new section to the ISS	finish connecting …	return to the ISS	complete our return to …

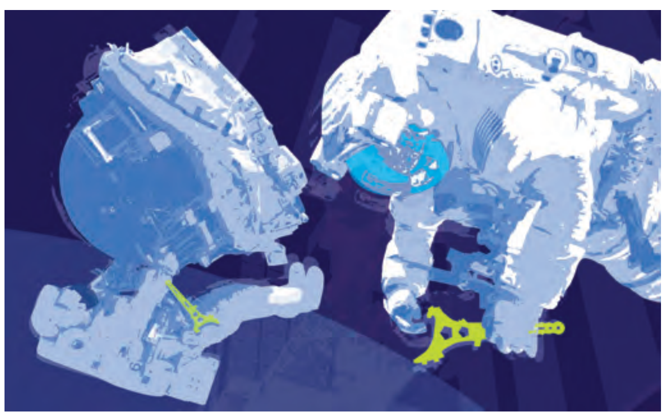
2 Give the astronauts' final report after the space walk.

This is our final report. We did the job between … and …

First, we space walked to … Then we connected … After that, …



Unit 5 page 33 Activity 3



5
LESSONS
3&4

MOVING INTO SPACE

Have you ever looked up?

present perfect with *ever* and *never*, *for* and *since* • past simple

A READ

http://www.movingintospace

Space – our new window on the world

Have you ever looked up at the night sky and wondered about the thousands of stars? Our solar system is only a very small part of the universe. It consists of a star and eight planets in orbit around it. The third planet looks blue and very beautiful from space. The star is the sun, and the third planet from the sun is our home, Earth.

Human beings have lived on Earth for many thousands of years. But only half a century ago, something new happened: we made our first journey into space. In 1957, the Russians launched Sputnik, a small satellite that orbited Earth and sent back radio signals to us. Their first astronaut followed in 1961. Then, in 1969, two Americans flew to the moon.

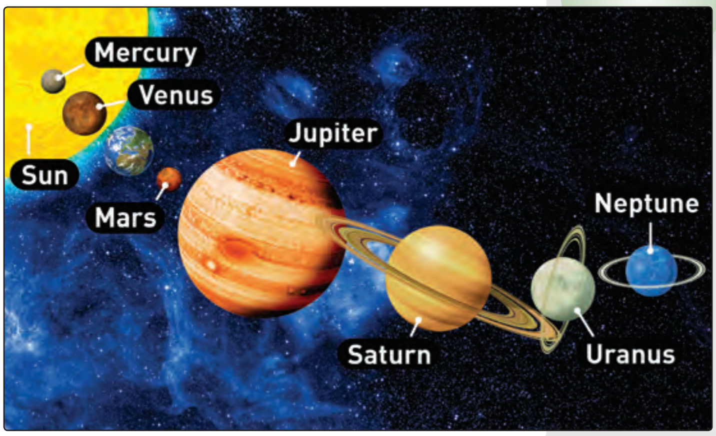
Astronauts have been to the moon several times since 1969, but humans have never travelled beyond it. Instead, we have explored the planets with unmanned spacecraft which we have sent all over the solar system. For example, we now know that Mars has water, and so humans could perhaps live there.

However, space travel is very expensive, and some people have always believed it is a waste of money. 'Why are we looking at other worlds when we have so many problems here?' they say. 'Let's use the money to change the world that we already have!'

They forget one thing. Work in space has already changed our world enormously. This has happened through satellite communications.

In 1960, an American satellite sent back the first weather pictures to Earth. In 1962, another started sending television pictures round the planet. Since then, we have launched thousands of satellites to do many different jobs. Most importantly, there are now nearly 200 communications satellites in orbit 36,000 kilometres above Earth. These send TV signals round the world, day and night. They bring us great events as they happen. They bring us people's faces – sad or happy. They bring us closer to each other.

We humans share this one small home and must learn to share it well. Satellite communications are helping us to do exactly that.



1 Copy and complete the time charts.

1 **Space travel**

1957 | 1961 | 1969 | >>>Since then>>> | Now

The Russians launched … | … … | … | …

2 **Satellite communications**

1960 | 1962 | >>>>>>>>>>>>Since then>>>>>>>>>>>> | Now

A satellite sent back … | … … | … | …

2 Read to find the correct meaning.

1 Paragraph 2: **Their** first astronaut followed in 1961.

2 Paragraph 6: **Since then**, we have launched thousands …

3 Explain in your own words.

1 Paragraph 6: they bring us closer to each other.

2 Paragraph 7: we humans … must learn to share it well.

B GRAMMAR p52

1 **Look.**

Present perfect with *ever*, *never* and other time expressions

*Have you **ever** looked up at the night sky?*
*Humans have **never** travelled beyond the moon.*

2 **Find examples of the present perfect with *always* and *several times*.**

Activity Book **Unit 5 page 34 Activities 1–2**

C SPEAK

Ask and answer.

A Have you ever seen a space launch?
a space documentary?
(Startrek)?
B Yes, I have. I saw one (last week).
it (a year ago).
A What did you think of it?
B I thought it was (very interesting).

D READ AND SPEAK

1 **Decide what the title means.**

Through our work in space, we can now:

a see Earth from the International Space Station.
b find other planets that are like our own world.
c learn much more about other people on Earth.

2 **Decide who might say what. Match 1–6 with comments a–e. Explain your choices.**

1 one of the first astronauts on the moon
2 someone watching TV in a rich country
3 a top space scientist
4 the first astronaut in space
5 a doctor in Africa

a Was it really possible to go into space and come back alive? No one knew the answer until I did it.
b Give us a thousandth of the money that they spend on space, and we will save 100,000 people's lives.
c That first step was only a small step for me, but it was an enormous step for all human beings everywhere.
d It's very expensive to go into space, but it's also very important. Think of satellite communications, for example.
e Before I saw the pictures on the news, I really knew nothing about those people's terrible lives. We must try to help them.

Activity Book **Unit 5 pages 34–35 Activity 3**

E GRAMMAR p52

1 **Look.**

Present perfect with *for* and *since*

Thousands of years ago | Now
Humans have lived on Earth
>>>>>> for thousands of years. >>>>>>

1962 | Now
>>>>>>>>Since 1962,>>>>>>>>
we have launched thousands of satellites.

2 **Think of the situation on the new ISS on page 47. Complete the statements with *for* or *since*.**

The astronauts have been there … two days.
The astronauts have been there … the day before yesterday.

Activity Book **Unit 5 page 35 Activity 4**

F SPEAK

1 **Make statements from your time charts in A. Try different ways, using the past simple and the present perfect.**

1 Space travel started | in (date).
| (number) years ago.
Space travel has continued | since (date).
| for (number) years.
2 Humans first went into space …
Humans have been in space …
3 We put our first satellite in space …
There have been satellites in space …

5 LESSONS 5&6

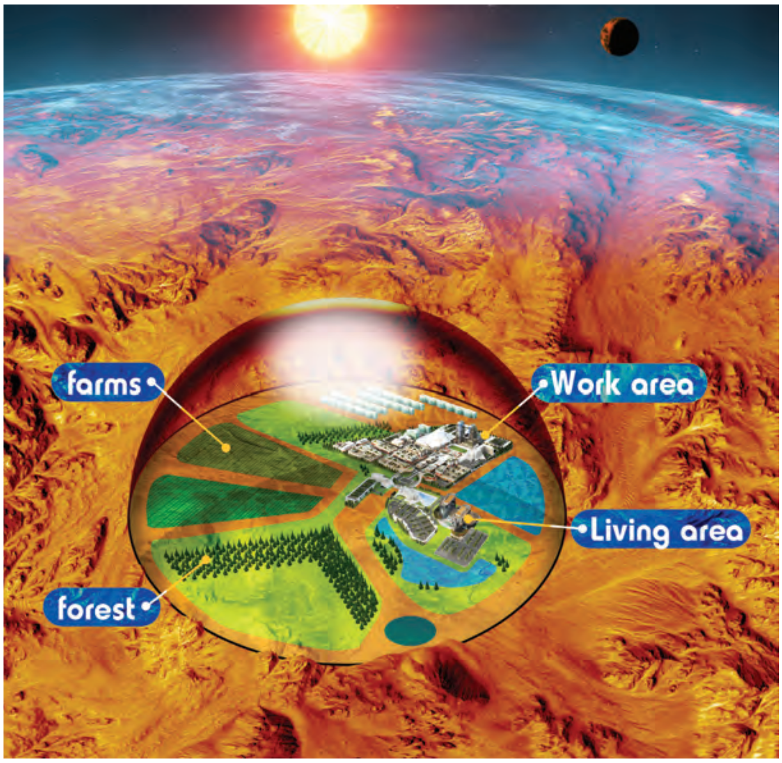
MOVING INTO SPACE
Describing what you have done

A LISTEN AND SPEAK

1 Look at the picture and answer.

1 From what you have read, where might this be?

2 Do you think it is from the past, the present or the future?



2 Listen to Part 1. Copy and complete the notes.

1 Distance from Earth to Mars: … million kilometres

2 Time taken: … months

3 Name of the place: …

4 People first arrived there: …

5 It is now … years old

6 Full population: …

3 Listen to Part 2 and answer.

1 Who are these people?

2 Where are they?

3 How long has each of them been there?

4 Where are they going to go?

B PRONUNCIATION

1 Listen and choose a or b.

1 a) Thirteen b) Thirty

2 a) Fourteen b) Forty

3 a) Fifteen b) Fifty

4 a) Sixteen b) Sixty

5 a) Seventeen b) Seventy

6 a) Eighteen b) Eighty

7 a) Nineteen b) Ninety

2 Listen to Part 2 and repeat the numbers.

C SPEAK

Read and act out.

Beth Have you just arrived?

Sara Yes, we landed yesterday evening.

Beth So you've only been here for twelve hours!

Sara That's right. Have you arrived recently, too?

Beth No, I've lived here all my life.

Sara Really! So you've never seen Earth.

Beth No, I haven't. My parents arrived in 2150, and I was born here.

Sara That's amazing!

Beth Well, has anyone shown you round yet?

Sara No, not yet. There hasn't been time.

Beth And have you learned to fly yet?

Sara No, but I really want to. It looks great!

D WRITE

1 Look at the picture and answer.

1 What game are they playing?

2 What is strange about the game?

2 Read and do the tasks.

1 Find the information on these two pages and in your notes to fill gaps 1–8 in Sara's diary page below.

2 Find out why the game in the picture above looks strange.

3 Complete Sara's diary page in your Activity Book.

1 Add the information that you have found.

2 Put the verbs in brackets in the correct tenses – past simple or present perfect.

Sunday, 1st November

It's hard to believe, but at last we are here in *Ground Station Number One*. We (leave) _2_ on 1st May, so we (be) in space for six whole months, and we (travel) a distance of _3_. We (arrive) yesterday _4_, and the Welcome Team (bring) us straight here to our new flat.

I (already make) my first new friend here, and we're neighbours. Her name is _5_, and she's very nice. This morning she (teach) me to fly, and then she (show) me round. So now I (already see) the _6_ where they grow food for everyone, and also the _7_ with its thousands of trees. Now we (just come) back from a game of space basketball, and that (be) really fun!

It's amazing how high you can jump here, but of course the nets are very high, too. Nearly ten metres high! You see, _8_ is a small planet, and that means gravity is much weaker here than it is back home.

I (have) a wonderful day, and I'll always remember it!

Activity Book Unit 5 pages 36–37 Activities 1–3



E UNIT TASK

1 Discuss the best places to show a new neighbour in your area. Agree on the best three.

2 Read the situation and write your diary.

Situation: You are at home. Like Beth, you recently met a new neighbour and made friends. Today, you have shown this person the best three places in your area. You have had a great day together.

Write: Write about your new friend, and about the places that you have visited today. Use ideas from paragraph 2 of Sara's diary.

Activity Book Unit 5 page 37 Activity 4

Language Focus

1 GRAMMAR ڕێزمان

Lessons 1 and 2: Present perfect, present perfect with adverbs

دەربڕین

I/You/We/They	***have (not)***	***finished.***
He/She/It	***has (not)***	

پرسیاری

(What)	***have***	*I/you/we/they*	***finished?***
	has	*he/she/it*	

کورتکراوە

I have > I've	*have not >* ***haven't***
she has > she's	*has not >* ***hasn't***

- **ڕانەبردووی تەواو بەکاردێت بۆ گرێدانی شتێك کە لە ڕابردوودا دەستی پێکردووە بە ئێستاوە.**
- **بۆ دەربڕینی ئەوگرێدانە ئەم ئاوەڵکارانە بەکاردەهێنین:** ***so far, (not)…yet, nearly, just, already:***

We've ***nearly*** *done the job.*	(At this moment, only a little more time is necessary to finish.)
We've ***just*** *done the job.*	(We finished a very short time before this moment.)
How much have you done ***so far****?*	(At this moment, how much of the job have you done?)

Lesson 2: Present perfect or past simple

- **ڕابردووی سادە: بۆ ڕووداوێك یان حاڵەتێك بەکاردێت کە بەڕوونی لە ڕابردوودا کۆتایی پێهاتووە.هەمیشە ڕابردووی سادە بەکاردەهێنین لەکاتێکدا دەمانەوێت ئەو کاتە ڕابردووە ڕوون بکەینەوە ئەویش بەهۆی:** ***(a week) ago, last (week):***

We ***finished*** *the job* ***a month ago****.*

- **ڕانەبردووی تەواو:بەکاردێت بۆ کارێکی ڕابردوو کە کاریگەری لەسەر ئێستا هەیە.**

I've ***found*** *some information, so* ***now I'm writing*** *my project.*

(I am not making clear when I found the information.)

تێبینی:ڕانەبردووی تەواو بۆ ڕابردووی سادە:زۆر جار دەتوانین کاتی کردار بگۆڕین لە (ڕانەبردووی تەواو)ەوە بۆ (ڕابردووی سادە).ئەمە ڕوودەدات کاتێك لەکاتێکی ڕابردووی نادیارەوە بەرەو کاتێکی دیار دەڕۆین.

We've ***just finished*** *the last section of the new ISS, and it* ***is now complete****.* (a past event that affects the present: present perfect)

When ***did*** *you* ***finish****?*

We ***finished a few minutes go****.* (a past event clearly in the past: past simple)

Lesson 3: Present perfect with *ever, never, always, several times*, etc.

- **ڕانەبردووی تەواو:دەتوانرێت بەکاربێت لەگەڵ درێژی هەرکاتێك لە ڕابردووەوە بۆ ئێستا .**

Have *you* ***ever looked*** *up at the night sky?* (in all your life)

Has *the night sky* ***always looked*** *the same?* (since the beginning of time)

- **ڕانەبردووی تەواو:دەتوانرێت بەکاربێت لەگەڵ ئەو کارانەی ڕوویانداوە لە ماوەی درێژی هەرکاتێك لە ڕابردووەوە بۆ ئێستا .**

Astronauts ***have been*** *to the moon* ***several times since 1969****.*

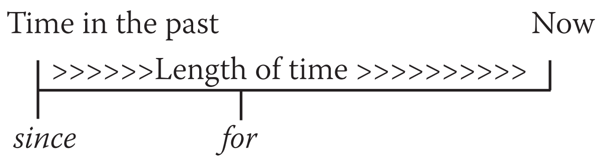
تێبینی: جیاوازییەکی گرنگ لە نێوان ***gone, been*** **دا.**

Astronauts have ***been*** *to the moon.* (and come back)

Another spacecraft ***has gone*** *to Mars.* (and is there now)

Lesson 4: Present perfect with *for* and *since*

ئەم وشانە لەگەڵ رانەبردووی تەواو بەکاردەهێنرێن بۆ یارمەتیدان لە دیاریکردنی درێژی کات لە رابردووەوە تا ئێستا



لەگەڵ *since* دەگەڕێینەوە بۆ خاڵی دەستپێکردن لە درێژی کاتەکە.

Since 1962, *we* ***have launched*** *thousands of satellites.* (in the time from 1962 up to now)

لەگەڵ *for* دەگەڕێینەوە بۆ درێژی ماوەی کاتەکە.

Humans ***have lived*** *on Earth* ***for thousands of years.***

2 VOCABULARY وشەکان

above /ə'bʌv/ *prep* لەسەروو
action /'ækʃn/ *n* کار، چالاکی
all over /ɔ:l 'əʊvə/ *adv/prep phr* لە هەموو لایەکەوە، هەموولایەك
amazing /ə'meɪzɪŋ/ *adj* سەرنجراکێش
anyone /'enɪˌwʌn/ *pron* هەرکەسێك
astronaut /'æstrəˌnɔ:t/ *n* ئاسمانەوان
beyond /bi'jɒnd/ *prep* لەودیوو
born /bɔ:n/ *adj* لەدایك بوون
close /kləʊz/ *adj* نزیك
connect /kə'nekt/ *v* بەیەك دەگەیەنێت ، پەیوەندی دەکات
consist of /kən'sɪst/ *v* پێکدێت لە
documentary /ˌdɒkjʊ'ment(ə)ri/ *n* بەڵگەنامەیی
Earth /ɜ:θ/ *n* زەوی
everyone /'evriwʌn/ *pron* هەمووکەسێك
everywhere /'evriweə/ *adv* لە هەموو شوێنێك
exact(ly) /ɪg'zæktli/ *adj/adv* کتومت
fantastic /fæn'tæstɪk/ *adj* سەرنجڕاکێش
forget /fə'get/ *v* لە بیردەکات
go well /'gəʊ ˌwel/ *phr* بە باشی
gravity /'grævəti/ *n* هێزی کێشکردن
instead /ɪn'sted/ *adv* لە جیاتی
international /ˌɪntə'næʃn(ə)l/ *adj* جیهانی ، نێودەوڵەتی
human (being) /'hju:mən 'bi:ɪŋ/ *n/adj* مرۆڤ
launch /lɔ:ntʃ/ *v/n* هەڵدان
live /laɪv/ *adj* زیندوو، چالاك
look round /ˌlʊk 'raʊnd/ *v* چاودەگێڕێت
nearly /'nɪəli/ *adv* نزیکەی
neighbour /'neɪbə/ *n* دراوسێ
net /net/ *n* تۆڕ
nothing /'nʌθɪŋ/ *pron* هیچ شتێك
orbit /'ɔ:bɪt/ *v/n* **(in ~)** خولگە
perhaps /pə'hæps/ *adv* لەوانەیە
planet /'plænɪt/ *n* هەسارە
project /'prɒdʒekt/ *n* پڕۆژە
remember /rɪ'membə/ *v* لە بیریەتی
right (exactly) (~ here, ~ now) /raɪt/ *adv* دەست بەجێ
satellite /'sætəˌlaɪt/ *n* مانگی دەستکرد
show round /ˌʃəʊ 'raʊnd/ *v* دەورووبەر نیشان دەدات
signal /'sɪgn(ə)l/ *v/n* نیشانە ، ئاماژە
so far /səʊ fɑ:/ *adv* تا ئێستا
solar system /'səʊlə ˌsɪstəm/ *n* کۆمەڵەی خۆر
spacecraft /'speɪsˌkrɑ:ft/ *n* کەشتی ئاسمانی
spend /spend/ *v* خەرج دەکات
star /stɑ:/ *n* ئەستێرە
think of /θɪŋk əv/ *v* بیربکەرەوە لە
universe /'ju:nɪˌvɜ:s/ *n* گەردوون
unmanned /ʌnˌmænd/ *adj* چۆڵ
waste (~ of) /weɪst/ *v/n* بەفیڕۆدەدات
work (at ~) /wɜ:k/ *phr* کاردەکات (لە)

3 TO HELP YOU STUDY

You can sometimes build sets of words. You already know the words in the table. Now do the following.

1 Copy the table and add four more words from the word list above.

Activity Book **Unit 5 pages 38–39 Activities 1–3**

2 Work out the other words in the set and add them to the table.

someone	…	…	no one
something	everything	anything	…
…	…	anywhere	…

Literary Reader

Episode 5: From Singapore to Hong Kong

When Phileas Fogg and Aouda returned to the *Rangoon* they met Passepartout. He was carrying fresh mangoes.

‘I have just been shopping. Would you like some fruit?’ he asked. The ship was just starting its thirteen-hundred-mile voyage to Hong Kong, a small British island near the coast of China.

Phileas Fogg hoped to complete the journey in six days, in time to catch the ship to Yokohama, Japan, on 5th November. At first, the weather was fine, but then it changed. Strong winds and rough seas made the ship go slowly. Mr Fix was very pleased because he wanted Phileas Fogg to miss the boat to Yokohama. After the storm, Phileas Fogg went to see the captain of the ship.

‘We are going to arrive twenty-four hours late,’ the captain told Mr Fogg.

‘Has our next ship, the *Carnatic*, already left Hong Kong?’ asked Phileas Fogg.

‘No, she hasn’t sailed yet. There was a problem with the ship. The engineers have nearly repaired her and she is going to leave at 5 a.m. tomorrow morning,’ said the captain.

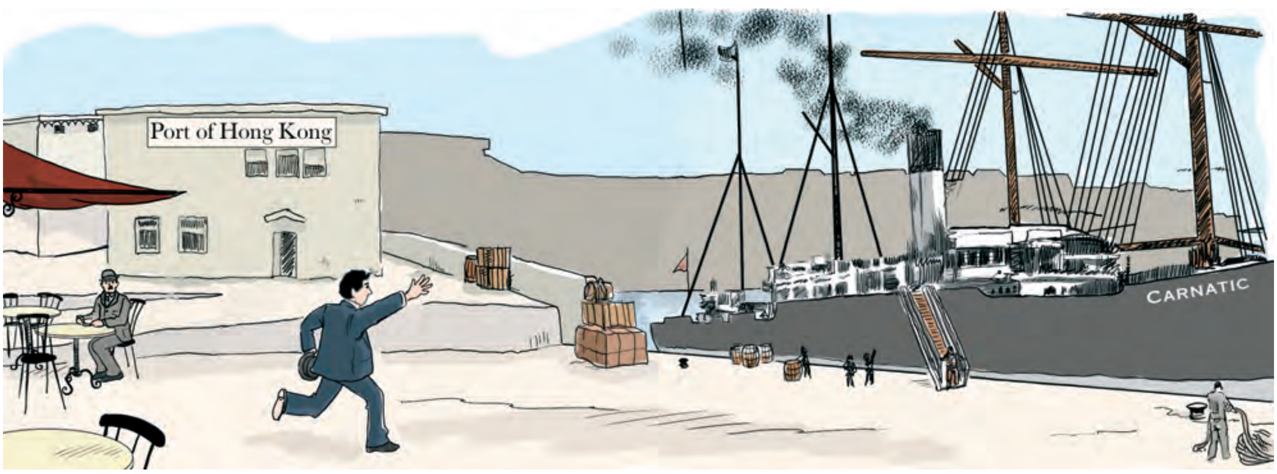
The *Rangoon* arrived in Hong Kong at 1 p.m. on 6th November and everyone got off. Phileas Fogg now had sixteen hours to find Aouda’s uncle, while she waited in a hotel. Fogg soon returned with some news.

‘I’m afraid that your uncle has gone to live in Europe,’ Fogg said.

‘What should I do?’ asked Aouda.

‘Come with us to Europe. Passepartout, go to the *Carnatic* and tell them that three of us will travel with the ship tomorrow.’

At the port, Passepartout was surprised to hear that the ship was now ready to sail that same evening. He was just leaving to go and make sure that Phileas Fogg also knew this. But then Mr Fix appeared and invited him into a café there. Detective Fix still did not have the arrest papers and now Mr Fogg was ready to leave Hong Kong! He decided to try to keep Passepartout talking. That way, he could make Passepartout and Mr Fogg miss the boat.



While they were drinking their second cup of tea, Mr Fix told Passepartout about himself. He explained that he was really a detective and that he was sure Mr Fogg was the London robber. He said that he needed to keep Mr Fogg in the British colony until the arrest papers arrived. He offered Passepartout £500 for his help. Passepartout did not believe Mr Fix and did not want to help him. After a lot more talk, Passepartout looked at his watch and suddenly remembered that the ship was soon going to leave. Did Mr Fogg know from someone else that the ship was leaving early? He hoped so. He rushed to the *Carnatic* and climbed on just in time, hoping that Phileas Fogg and Aouda were already in their cabins.

Early the next morning Phileas Fogg arrived at the port to find that the *Carnatic* was not there and neither was Passepartout. Mr Fix also arrived and happily told Mr Fogg that there was not another ship for a week. Phileas Fogg immediately looked for another boat. Three hours later, he offered to pay a man with a small boat £100 a day to take them to Yokohama.

'This is a small boat and the open seas are very dangerous. Yokohama is too far, but I will take you to Shanghai. The *Carnatic* starts from there,' said the captain of the boat.

'I agree!' said Phileas Fogg. He then said to Mr Fix, 'First I have to go to the police and ask them to look for Passepartout. After that, we will leave. Would you like to come with us?'

Mr Fix, was unhappy that Fogg was leaving, but he was pleased that he could follow him. He agreed.

DID YOU KNOW?

Long ago, life on sailing ships was dangerous. One big problem was this: people often did not know their position. They could be close to danger and not know it.

Today, this has changed, thanks to GPS (Global Positioning System). GPS uses satellites to work out our exact position anywhere in the world. We have had it since 1994, and now people use it everywhere – on land, in the air and, of course, at sea.

It works like this. There is a network of 24 satellites about 20,000 kilometres above Earth. A GPS receiver on the ground can always 'see' four or more of these satellites. It uses signals from them to work out its distance from each one. From that, it works out its own position on the ground.

GPS often saves lives. If your boat is sinking out at sea, for example, you can radio for help and, with GPS, you can give your exact position. People can then find you quickly and rescue you fast.



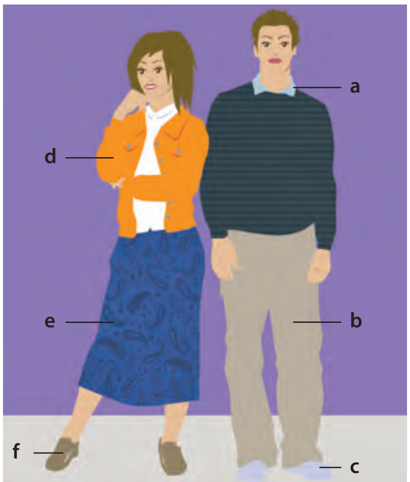
WHAT WE WEAR

It looks too small for me.

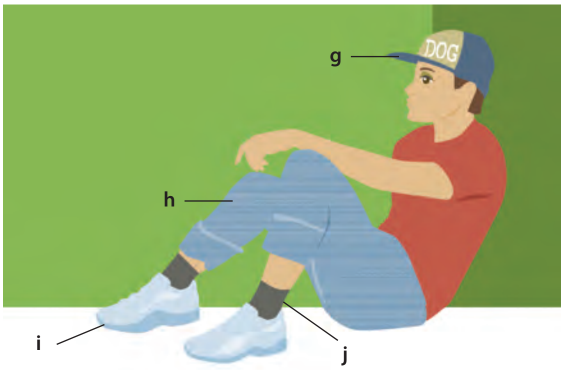
comparative and superlative adjectives • *too …, (not) … enough*

A DO AND SPEAK

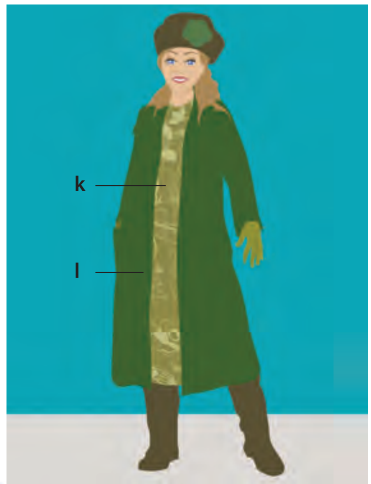
1 Harry and Jessica



2 Mark



3 Emma



1 Look at pictures 1–3. Match a–l with words from the box.

cap	coat	dress	jacket	jeans	shirt
shoes	skirt	socks	trainers	trousers	

2 Sound out these other words and find them in pictures 1–3. Say who is wearing what. Jessica is wearing a…


blouse /blaʊz/


boots /buːts/


gloves /glʌvs/


sweater /ˈswetə/


T-shirt /ˈtiː ʃɜːt/


hat /hæt/

3 Describe the people in pictures 1–3.

(Harry and Jessica) (are) dressed for a (cool) day in (autumn).

He	is wearing	a …,	…,	…
		some …,	…	and …
She		a pair of …,	…,	…

B GRAMMAR



p62

1 Look and listen.

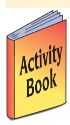
Comparison with adjectives

*Harry's shoes look **newer / better / more stylish than** Mark's trainers.*

*Emma is wearing **the nicest / the best / the most sensible** clothes for cold weather.*

2 Make more comparisons. You can use these other adjectives.

cool smart warm attractive
comfortable fashionable



Unit 6 pages 40–41 Activities 1–2

C SPEAK

Compare the clothes in pictures 1–3. Say which you prefer.

A Which do you prefer – the (coat) or the (jacket)?

B I think the … is better. It looks … than the …

B Which do you prefer – the (shoes), the (trainers) or the (boots)?

A I think the … are the best. They look the … of them all.

D LISTEN AND READ

1 Listen and read.

Assistant How can I help you?
Mother We're looking for a spring coat for my daughter. She needs something cooler than the one that she's wearing.
Assistant Would you like the same colour again?
Emma Yes, but I'd like to try something less dark than this.
Assistant Please wait, and I'll bring some coats.

* * * * *

Assistant Would you like to try this one?
Emma Hmm, the colour is nice, but it looks too small for me.
Assistant It's size 8.
Emma And I need size 10.
Assistant So it isn't big enough for you. I'll get some size 10 coats.

* * * * *

Assistant These are all the right size. What do you think?



Emma Well, this one is nearly the same shade as my winter coat, so it's too dark. Sorry.
Mother And this one? It's prettier than the dark one, and it's also the cheapest of the three.
Emma Yes, but Mum, it's much too light. No, the other one is the nicest shade – not too dark and not too light.
Mother But it's the most expensive. My budget is only $125, so it's too expensive. We can't buy it.
Assistant But wait! It's in our sale. There's 20 per cent off the price.

2 Answer the questions.

1 Does Emma need a lighter or a heavier coat? Why?
2 Does Emma want to try on the first coat? Why not?
3 With twenty per cent off, is the coat cheap enough – or is it still too expensive? How much is it, and how much is the budget?

E GRAMMAR p62

1 Look.

> ***too* and *not … enough***
> *It looks **too** small for me.*
> *It is **not** (is**n't**) big **enough** for you.*

2 Find more examples in the text.

Activity Book **Unit 6 page 41 Activities 3–4**

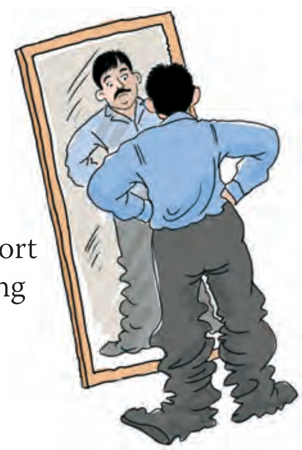
F SPEAK

Talk about the clothes that these people are trying on.

The (hat) is too … for (her). The (hat) isn't …



1 hat / small
hat / big



2 trousers / short
trousers / long



3 jacket / heavy
jacket / light

6
LESSONS 3&4

WHAT WE WEAR

We dress as smartly as possible.

comparison with adverbs • *(not) as … as*

A READ



Welcome to 'Our World'. Now, have you ever thought about this question: Why do we wear what we wear? Let's ask a few people.

A


B


C


D


1

First, Mark from Canada. What's your answer to the question?

Well, we have to wear warm sweaters and thick jackets in winter because it gets as cold as minus 40 degrees. The summer is completely different. It's much warmer then, and we can dress more comfortably in T-shirts and jeans. But for more than half the year we have to dress like this.

2

Next, let's ask Pedro from Venezuela. Pedro, your climate is hot all year, isn't it? So I'm sure those thick gloves and heavy safety boots are very uncomfortable! Do you have to wear them?

Yes, and our hard hats, too. Our work is dangerous, you see. In the old days, we weren't as careful as we are now – and too many people died. So now we do things more carefully, and we protect ourselves as well as we can. Our protective clothing feels uncomfortable, but that's better than a terrible injury. Remember the saying: 'Better safe than sorry'.

3

And now Shillan from Kurdistan. Shillan, you've just become a nurse, haven't you? How do you feel about your uniform?

I'm very proud of it. It shows that I'm part of a team that helps save lives, so I wear the uniform proudly. I always keep it clean, and I try hard to look smart at work. All of us do. And because we dress as smartly as possible, doctors and patients respect us. And that helps us do our job better.

4

Let's go now to Yoko from Japan. Yoko, why are you wearing that kimono*? It's beautiful, but it's very old-fashioned, isn't it?*

It's traditional, but please don't say it's old-fashioned! Our traditions are as important now as they always were. Kimonos *are part of our Japanese culture, and our culture is alive and well. Another thing: we wear a* kimono *for important events such as family weddings. On days like this, we want to dress as nicely as possible to show our respect for our family and friends. If we don't try our best, it's like saying they aren't important.*

1 Look at the pictures and do the tasks.

1 Describe the situation in the first picture.

2 Suggest a connection between this and pictures A–D.

3 Describe the people in A–D.

4 Say where they might be from. Give reasons.

2 Read and do the tasks.

1 Match pictures A–D to texts 1–4.

2 Write the speaker's name and country for pictures A–D.

3 Contrast the climates where Mark and Pedro live.

3 Read, copy and complete with the correct names.

1 … is wearing clothes that may protect him from an injury.

2 … has dressed specially for a special day.

3 … wears clothes that show she is part of a special group.

4 … is wearing clothes that are right for the weather.

4 Read to find the correct meaning.

1 What's your answer to **the question**?

2 All of us **do**.

5 Explain in your own words.

1 'Better safe than sorry.'

2 The difference between *traditional* and *old-fashioned.*

B GRAMMAR p62

1 Look.

Adjective or adverb of manner

*I'm **proud** of my uniform.*

*I wear the uniform **proudly**.*

*That helps us do our job **well**.*

Comparative adjective or adverb of manner

*It's much **warmer** in summer.*

*We can dress much **more comfortably**.*

2 Find more examples in the text.

Activity Book Unit 6 page 42 Activities 1–3

C SPEAK

Compare your favourite stars.

A I think … is even (more beautiful) than …

B And she (dresses / sings) even (more beautifully / better) than her, too.

D READ AND SPEAK

1 Read the text again. Look at statement 1. Then put statements a–h in the correct order.

1 People wear different types of clothing for many different reasons.

a Thirdly, some people have a uniform to show that they belong to a group.

b For example, Japanese women usually wear kimonos to weddings.

c Secondly, a lot of people need special clothes to protect themselves.

d For example, nurses dress similarly everywhere.

e First of all, we often have to choose clothes to match the weather.

f Finally, people in many cultures like to wear traditional clothes for special events.

g For example, oil workers have to wear safety boots and hard hats.

h For example, we wear warm clothes in winter and cooler clothes in summer.

2 Read out the statements in the correct order.

3 Close your books. Explain in your own words.

E GRAMMAR p62

Comparison with *as … as …* or *not as … as …*

*We dress **as** smartly **as** possible.*

*In the old days, we were **not as** careful **as** we are now.*

Find more examples in the text.

Activity Book Unit 6 page 43 Activities 4–5

F SPEAK

Compare your life on school days and on Fridays. You can use these ideas: *dress tidily, get up early, work hard, do everything quickly*.

On school days, I have to dress more tidily than I do at …

On Fridays, I don't have to dress as …

6 LESSONS 5&6

WHAT WE WEAR

Comparing and choosing

A LISTEN



1 Do these tasks.

1 Name the types of shop in the shopping street.

2 Give examples of things that you can get in each place.

baker's bicycle shop bookshop
clothes store coffee shop
music shop shoe shop sports shop

2 Listen to three conversations. Note where they are happening.

a At the … b At the … c At the …

3 Copy. Listen again and note the products and the prices.

	Types of product	*Prices*
a	…	…
b	…	…
c	…	

B PRONUNCIATION

1 Practise your pronunciation. Listen and repeat the words.

price	please	special

2 Now listen to Part 2 and repeat more words.

prefer	place	sport
practise	pleased	speed
present	player	space
promise	plane	speak

C SPEAK

Read and act out.

Teenager Excuse me, but how much are these, please?

Assistant 2 They're $150.

Teenager Oh! That's very expensive.

Assistant 2 Yes, but they're very, very good. They're great for running or for games like basketball.

Teenager Mm, but they're too expensive for me. Can I see some cheaper ones?

Assistant 2 Yes, of course. What about this pair?

Teenager Yes, I prefer these. They're perfect!

Assistant 2 And they're a special price this week. There's ten per cent off, so they're only $115.

Teenager Great! I'll take them. Here you are: $120.

Assistant 2 And here's your change. Five.

Teenager Thanks.

Activity Book Unit 6 pages 44–45 Activities 1–2

D WRITE

Read the survey results and work out the missing parts 1–8 of the discussion below.

What to Buy Magazine *February 20..*

SPOTLIGHT *on* trainers



We recently looked at three new types of trainers in the shops – Heroes, Champs and Lasers. We tested them, we checked prices and we asked a group of 100 teenagers for their ideas. These are the results of our survey.

Questions	Heroes 	Champs 	Lasers 
1 How good do they look?	****	***	**
2 How fashionable are they?	****	***	**
3 How comfortable are they?	**	***	****
4 How well made are they?	***	****	***
5 How heavy / light are they?	986g	880g	794g
6 How well do they perform?	**	***	****
7 How much do they cost?	$129	$89	$99
8 Overall, how good value for money are they?	**	***	****

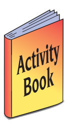
Heroes

First, there are some positive things to say about these trainers. Of the three types, they look the _1_, and our teenagers agree that they are much _2_ __ than Champs or Lasers.

However, there are also several negative things to say about them.

For one thing, they are _3_ __ __ of them all. Again, they are not _4_ __ __ __ Champs. They are _5_ __ both Champs and Lasers, too. They also perform _6_ __ __ the others in sports such as basketball and volleyball. Finally, they are much _7_ __ __ Champs and Lasers.

Together, the results of our survey show that Heroes are _8_ __ __ value for money of these three new types of trainers.



Unit 6 page 45 Activity 3

E UNIT TASK

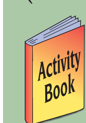
Write the second part of the discussion – about Lasers. Use information from the chart and language from the first part. Start like this.

Lasers

Paragraph 1: First of all, there are some negative things to say about these trainers. (Discuss points 1–2 and 4.)

Paragraph 2: However, there are several positive things to say about them. (Discuss points 3 and 5–7.)

Conclusion: Together, the results of … (State point 8.)



Unit 6 page 45 Activity 4

Language Focus

1 GRAMMAR ڕێزمان

Lesson 1: Comparative and superlative adjectives

ناوەڕۆك	ئاوەڵناو	پلەی بەراورد	پلەی باڵا
شێوە یەك بڕگەییەكان	warm large thin heavy	warmer larger thinner heavier	the warmest the largest the thinnest heaviest
شێوە درێژەكان/ دوو بڕگەییەكان	beautiful expensive	more beautiful less expensive	the most beautiful the least expensive
شێوە نایاساییەكان	good bad	better worse	the best the worst

Lesson 2: *too ..., (not) ... enough*

- ئەم شێوانە بەكاردەهێنین لەگەڵ ئاوەڵناو و ئاوەڵكار بۆ بەراوردكردنی هەندێك شت لەگەڵ شتێك یان پێداویستیەكی ئاسایی.

It is size 8 and she is size 10. It is ***too small*** *for her.*

It is size 8 and she is size 10. It is ***not big enough*** *for her.*

It is size 10 and she is size 10. It is ***big enough*** *for her.*

Lesson 3: Comparative adverbs of manner

- زۆربەی ئاوەڵكارەكانی چۆنیەتی (adverbs of manner) پلەی بەراورد دروست دەكەن بەهەمان شێوەی ئاوەڵناوە درێژەكان.
(هەمان كاریش دەكەن لەگەڵ پلەی باڵا،بەڵام ئەوشێوازانە شتێكی نامۆن)

In the summer, we can dress much ***more comfortably****.*

In the old days, we did things ***less carefully****.*

- ئاوەڵكارە نایاساییەكانی پلەی باڵا له ئاوەڵناوەكان دەچن:

well – better, badly – worse, early – earlier, far – farther/further, fast – faster,
hard – harder, high – higher, late – later, long – longer

That helps us do our job ***better****.*

Lesson 4: Comparison with *as ... as* and *not as ... as*

- ئەم شێوانە بەكاردەهێنین لەگەڵ ئاوەڵناوەكان و ئاوەڵكارەكان بۆ بەراوردكردنی شت و كردار.

In the old days, we were ***not as careful as*** *we are now.* (adjective)

We want to dress ***as smartly as*** *possible.* (adverb)

We protect ourselves ***as well as*** *we can.* (adverb – irregular)

2 VOCABULARY وشەکان

again (in addition) /əˈgen/ *adv* دووباره(سەرەڕای ئەوەش)
become /bɪˈkʌm/ *v* دەبێت بە
blouse /blaʊz/ *n* بلوز
boots /buːts/ *n* پووت
budget /ˈbʌdʒɪt/ *n* بودجە
change /tʃeɪndʒ/ *n* (**= small money**) وردە(پارەی وورده)
climate /ˈklaɪmət/ *n* کەش، ئاوو هەوا
clothing /ˈkləʊðɪŋ/ *n* جلو بەرگ
completely (totally) /kəmˈpliːtli/ *adv* بەتەواوی
culture /ˈkʌltʃə/ *n* کلتور، ڕۆشنبیری
daughter /ˈdɔːtə/ *n* کچ
degree /dɪˈgriː/ *n* (**° temperature**) پلەی گەرما
dress /dres/ *v* جل لەبەردەکات
gloves /glʌvs/ *n* دەستکێش
g /dʒiː/ *abb* (**gram weight**) گرام
Good luck! /ˌgʊd ˈlʌk/ *exp* بەهیوای سەرکەوتن
hat /hæt/ *n* کڵاو
however /haʊˈevə/ *adv* لەگەڵ ئەوەشدا
less/the least /les/ /ðə liːst/ *n* کەمتر، کەمترین
minus /ˈmaɪnəs/ *adj/prep* لە خوار، کەمتر
negative /ˈnegətɪv/ *adj* خراپ
off /ɒf/ *adj /adv* (**~ a price**) داشکاندن
old-fashioned /ˈəʊld ˈfæʃnd/ *adj* کۆنە باو
patient /ˈpeɪʃnt/ *n* نەخۆش
per cent (%) /pəˈsent/ *adj/adv* لەسەدا
price /praɪs/ *n* نرخ
protective /prəˈtektɪv/ *adj* پارێزراو
proud/ly /praʊd/li/ *adj/adv* شانازی
respect /rɪˈspekt/ *v/n* ڕێز دەگرێت ، ڕێزگرتن
result /rɪˈzʌlt/ *n* ئەنجام
safety /ˈseɪfti/ *n* سەلامەتی
sale /seɪl/ *n* فرۆشتن
sensible(ly) /ˈsensəbl/ *adj/adv* باش ، هەستیار
shade /ʃeɪd/ *n* پلەی ڕەنگ (کاڵ ، تۆخ)
smart(ly) /smɑːt(li)/ *adj/adv* جوان، شۆخ
spotlight /ˈspɒtˌlaɪt/ *n* تیشک خستنە سەر
stylish(ly) /ˈstaɪlɪʃ(li)/ *adj/adv* نوێ پۆش
such as /sʌtʃ æz/ *phr* وەکو
survey /ˈsɜːveɪ/ *n* ڕووپێوکردن
survive /səˈvaɪv/ *v* دەژێیتەوە
sweater /ˈswetə/ *n* فانیلەی ئەستووری سەرەوە
tradition /trəˈdɪʃn/ *n* نەریتی کۆمەڵایەتی
try /traɪ/ *v* جلو بەرگ تاقی دەکاتەوە
type /taɪp/ *n* شێوە، جۆر
uncomfortable /ʌnˈkʌmftəbl/ *adj* نائاسودە
value (for money) /ˈvæljuː/ *n* بەها(بۆ پارە)
well-made /ˌwel ˈmeɪd/ *adj* باش دروستکراو، پتەو

3 TO HELP YOU STUDY

Collect words in grammatical families. Copy this table and add words from page 58.

	noun	adjective
1	difference	*different*
2		safe
3	heat	

You can collect words in other grammatical families – like these. Copy and complete the next two tables with these words that you have already met.

safely sell life surprising use product save usefully surprise

	verb	noun
1	live	
2		sale
3	produce	

	verb	noun	adjective	adverb
1		safety	safe	
2	surprise			surprisingly
3	use		useful	

Activity Book Unit 6 pages 46–47 Activities 1–3

Episode 6: Adventures in Japan

Passepartout arrived in Yokohama on the *Carnatic* on 13th November with no money and with only the clothes that he was wearing. He walked round the city streets for hours and felt hungrier than ever before. The next morning he decided that he needed some money.

Then Passepartout saw a clown who was wearing funny clothes and dancing in the street. He followed the clown to a theatre that was painted with bright pictures of clowns and acrobats. It was a sort of circus. He went inside and found the master of the group.



'I used to be an acrobat in France and I would like to work in your circus,' said Passepartout.

'Are you strong?' asked the circus master.

He was not as strong as he used to be, but the Frenchman still answered proudly, 'Yes, I am stronger than anyone I know'. The master needed a new acrobat for his circus that same afternoon and he gave Passepartout some colourful old-fashioned clothes to wear. Later that afternoon, the circus started. Passepartout had to stand very still while other acrobats climbed up and stood on top of him. At that moment, Passepartout suddenly noticed Phileas Fogg and Aouda at the back of the theatre. He was so surprised and happy to see Fogg again that he moved and the acrobats came falling down. The people in the circus were very angry with Passepartout. Mr Fogg offered the circus master some money, and then Passepartout left the theatre with Mr Fogg and Aouda.

'But you were not on the *Carnatic*. How did you get to Japan?' Passepartout asked Mr Fogg as they were leaving.

'We arrived at the port in Hong Kong too late to catch the *Carnatic* so Aouda, Mr Fix and I all took a small boat to Shanghai,' answered Fogg.

'Shanghai? With Mr Fix?' said Passepartout, amazed.

'Yes, the ship to San Francisco starts there and we caught it and arrived here this morning. It doesn't leave for America until this evening, so I decided to look for you,' said Phileas Fogg.

It was now half past six, and all three of them went as quickly as they could to the port. They got on the American ship only minutes before it left to sail across the Pacific Ocean. The *General Grant* was one of the fastest ships in the world, and it usually took no more than twenty-one days from Yokohama to America.

On the ninth day of the journey, Mr Fogg found himself exactly half way around the world from London. On the same day, Passepartout saw Mr Fix on the ship! He was still angry with Fix for making him miss the ship from Hong Kong. Passepartout immediately rushed over and attacked the detective. Mr Fix got up slowly and said, 'Have you finished?'

'For the moment, yes,' replied Passepartout.

'Then I would like to talk to you,' said Mr Fix, coldly. 'The arrest papers arrived in Yokohama and I now have them. But I cannot arrest your master now because we are no longer in a British colony. I have decided to wait and follow him back to England. I am telling you this because we now both want the same thing. We both want Mr Fogg to get back to England as fast as possible. Will you keep my secret?' he finished.

Passepartout thought for a moment and then agreed not to tell Mr Fogg about their conversation.

Eleven days later, the *General Grant* arrived safely in San Francisco on 3rd December. Phileas Fogg was exactly on time.

DID YOU KNOW?

Japan was a closed country for 350 years, until 1868 – four years before the time of *Around the World in Eighty Days*. For all that time, few people could visit Japan, and Japanese people could not travel abroad. Then when Japan began to open up, the whole world wanted to find out about this strange country, its culture and its traditions.

At the same time, the Japanese wanted to learn about the whole world, and that is what they have done ever since then. In fact, Japan has now become one of the most developed countries on Earth. With over 30 million people, Tokyo-Yokohama has the largest urban population anywhere in the world today. Japan is also home to some of the world's largest, richest and most famous companies – companies such as Toyota and Sony.



However, the Japanese have also kept much of their old culture. For example, there are a lot of festivals when people still dress traditionally and enjoy their traditional food, music and dancing.

7 LESSONS 1&2

REVISION

I've lost my wallet!

A READ

A



B



1

Ben	I've never been in a bazaar before. It's fantastic!
Haval	Yes, it's great. The whole city's great.
Ben	It's larger than I thought.
Haval	It isn't as big as Erbil, but it's big.
Ben	And I want to see everything!
Haval	Well, the bazaar's a good start. Look at this amazing shop!
Ben	Wow! I'm going to get something for my dad.
Man	Can I help you?
Ben	Yes, please.
Man	This rug is only 80,000 dinars.
Ben	It's nice, but that's too much.
Man	This pot is less expensive.
Ben	It's beautifully made. How much is it?
Man	Only 18,000 dinars.
Ben	OK. Here's 20,000.
Man	And here's your change.

* * * * *

rug /rʌg/ *n* بەڕە، مافوور

2

Ben	I like this park. Tell me about the statues.
Haval	They're famous Kurdish writers. And Bahar wants to meet us here by the statues to take us home. So let's sit down.
Ben	Look, she's coming now.
Haval	Hi, Bahar!

* * * * *

3

Ben	Oh, no!
Haval	What's wrong?
Ben	I've lost my wallet!
Bahar	Have you checked all your pockets?
Ben	Yes, and it's gone.
Bahar	Now, think as clearly as you can. When did you last have it?
Haval	You had it in the bazaar.
Ben	And later I bought some postcards at the museum.
Haval	And you paid for our ice creams in the park.
Ben	Maybe I dropped it by the statue.
Bahar	Let's go and look!

* * * * *

statue /ˈstætʃuː/ *n* پەیکەر

4

Ben It isn't here. I'm so stupid!
Bahar Oh, these things happen.
Haval What can we do?
Bahar Let's go to the police station.

* * * * *

5

Officer Where did you lose it?
Ben In the park, I think.
Officer Can you describe it?
Ben It's light brown, and there's a card with my name – Ben Brown.
Officer Well, someone has just brought it in. Here you are.
Ben Fantastic! I'm a very lucky guy!

1 Look at the pictures and do the tasks.

1 Match pictures A and B with the correct conversations: 1, 2, 3, 4 or 5.
2 Say where the people are in these pictures.
3 For each picture, say what has happened and what is happening now.
In picture A, Ben has (just) paid for the … . And now the man in the shop is …

2 Correct the statements that are wrong.

1 Ben has often been to bazaars before.
2 The pot is more expensive than the rug.
3 Ben gets 2,000 dinars change.
4 When they get to the statue, Bahar has already arrived.
5 Ben has not taken any money from his wallet since he bought the pot.
6 Haval says that Ben is a very lucky guy.

3 Think about all the conversations and do the tasks.

1 Describe what happens between each conversation.
2 Name all the places that Haval and Ben visit during the day.
3 List everything that Bahar suggests that they do.
4 State all the things that you have heard about Silemani.

4 Read to find the correct meaning.

1 And I want to see **everything!**
2 Let's **go** and look!
3 Well, someone has just brought it **in**.

5 Explain in your own words.

Oh, these things happen.

B LANGUAGE

1 Talk about places that you have visited.

A Have you ever been to (Silemani)? (Dohuk / Paris / …)
B Yes, I have. I've been there several times. / (once or twice / many times / …)
No, I've never been there.

Follow a *yes* answer like this.

A When did you (first / last) go?
B (time).
A And what did you do there?
B I (visited my cousins / went to a wedding / …)

2 Choose places to show some visitors.

Agree on five places in your city, town or area. Use this language.

A I think (name) is the (most interesting) place.
B It's (interesting), but I | think … is more …
| don't think it's as … as

You can use these other adjectives:

attractive beautiful exciting
good nice old pretty strange

Activity Book **Unit 7 pages 48–49 Activities 1–5**

once /wʌns/ *adv* = one time
twice /twaɪs/ *adv* = two times

7
LESSONS
3&4

REVISION
Vocabulary and skills

A VOCABULARY

Complete the following with the correct words. Change the forms when necessary.

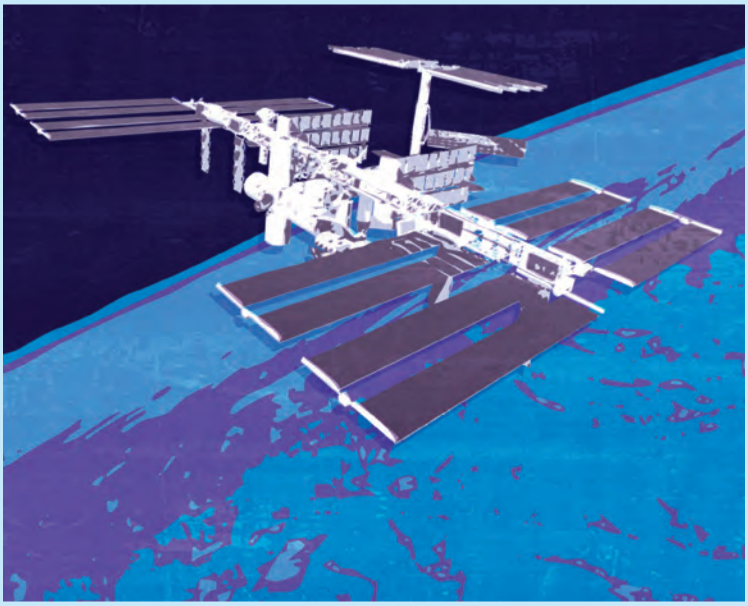
a A website

all over amazing beyond humans planets signals

During the last 50 or 60 years, we _1_ have sent spacecraft _2_ the solar system. They have studied Mars, Venus and all the other _3_, and they have travelled _4_ the solar system, deep into outer space. With their radio _5_, they have also given us _6_ pictures of places hundreds of millions of miles away.

connect consist of international launch spend waste

Exploring space is very expensive, and countries with space programmes have _7_ huge amounts of money on it. In recent years, they have seen that it is a _8_ of money for different countries to work alone. So, instead of this, they have started working together. The most important result so far is the _9_ space station. This _10_ a large number of sections which different countries have produced. One by one, they have _11_ these into space. Then astronauts have _12_ them together in space, 400 kilometres above Earth.



b An email

climate completely culture degree minus negative

COMPOSE EMAIL
Send Send Later Save to Inbox Link Tools Library
To Subject

Dear Annie

I'm writing to you from our new home in Alaska. Last week, we moved from the warm sun and blue skies of Florida to the coldest _1_ in the whole of the USA! (They say it gets as cold as _2_ 35 _3_ here in the middle of winter!)

We've also moved from city life in Miami to a small town in the middle of nowhere. So as you might expect, our lives have _4_ changed. People here think and live differently. We all speak the same language, but here they really have a different _5_. I don't want to sound _6_ about our new life here, but I am worried. I hope Mom and Dad's idea of moving here wasn't a big mistake!



boots   dress   gloves   hat   survive   sweater

COMPOSE EMAIL

Send   Send Later   Save to Inbox   Link   Tools   Library

To   Subject

It's only October, but winter has already arrived. Up here in the north, people have to _7_ in warm, thick clothes to _8_ the terrible cold outside. I'm attaching a photo of me in my new winter clothes. What do you think of me in my big blue _9_ and my thick green _10_ and my big black _11_? And look at that beautiful _12_ on my head!

Anyway, it's getting late, so I must stop now. Write soon.

Love,

Sue

B LISTEN

1 Listen to Part 1 and answer the questions.

1 Where does the speaker come from?

2 Where are the tourists from?

3 Where are all these people now?

4 What is the speaker going to tell the others about?

2 Listen to Part 2 and complete the notes.

About Ibrahim Pasha

*Emir of Baban: 1782 - _1_*

*Started building Silemani: _2_*

Today's city

*Population: _3_*

*Kurdistan's capital of _4_*

Places to see

*The Bazaar - place: _5_*

The Museum - to see: traditional _6_,
*traditional _7_*
and many ancient 'finds'.

The _8_ - to see: the lovely _9_,
and the _10_ of important Kurds.

C PRONUNCIATION

1 Listen and write the dates that you hear.

1	1872	1782	4	1981	1891
2	1945	1954	5	1897	1987
3	2023	2032	6	2074	2047

2 Listen and repeat the dates.

D SPEAK

You are one of the tourists in B. Now you are telling a friend at home about Silemani. Use your notes in B2. Start like this.

One of the nicest places that we visited was …

Activity Book **Unit 7 pages 50–51 Activities 1–2**

E UNIT TASK

You are writing to a penfriend who wants to know more about interesting places in Kurdistan. Begin like this:

I'd love to tell you something about a few interesting places in Kurdistan. First of all, you should know a bit about …

You can write about the places that you discussed in Lesson 2, B2, or you can write about others. Or you can describe ones that you have never visited, starting like this.

I've never been to (name), but I want to write about it because …

Compare the places that you write about. You can use these adjectives.

attractive, beautiful, exciting, good, interesting, nice, old, strange

Try to use ways of comparing such as these:

(name) isn't as (old) as (name), but it's more (beautiful).

People say that it's the (most beautiful) place in Kurdistan.

Literary Reader

Episode 7: To 'the Wild West'

It was seven in the morning when Mr Fogg, Aouda and Passepartout stepped off the *General Grant* onto the land of America. The first train to New York did not leave until six in the evening, so they went to a hotel near there to eat breakfast.

'Sir, I have heard that Sioux Indians have already attacked some trains this winter,' said Passepartout to Mr Fogg, 'do you want me to buy some guns to take with us on the train?'

Mr Fogg gave Passepartout some money for the guns, and then he went with Aouda to see the Californian capital. They were walking near the hotel when Mr Fix suddenly appeared. He seemed amazed to see them and said, 'What? Have we just been across the Pacific together and not met on the ship?'

Mr Fogg politely invited Mr Fix to come and look round the city with them. Mr Fix happily went with them. In the afternoon they returned to the hotel to meet Passepartout and then all four of them went to the railway station together. The train left on time and started its long journey east across America. The train route took them through dangerous country that was full of Indians and wild animals. This trip usually took seven days and so Phileas Fogg planned to be in New York to catch a ship across the Atlantic Ocean on 11th December. The passengers ate and slept on the train and Mr Fogg and Aouda played cards to pass the time.



It was snowing a lot, but the train still travelled easily over the Sierra Nevada mountains and through the state of Utah and into Wyoming. But as they were travelling across Nebraska, they heard the sound of guns outside the train. Passepartout looked out of the window and saw that a lot of Sioux Indians were attacking the train! They were riding horses and some were climbing onto the carriages. Many had guns and they were shooting. One of the Indians attacked the driver. The train was out of control and went even faster than before. The passengers on the train started to use their guns to fight the Sioux. Aouda was braver than the other women and shot at the Indians through the broken windows.

Fort Kearney station was now less than two miles ahead of them. There were lots of soldiers there who could help them. The conductor of the train shouted that someone had to stop the train before it went past the fort into open country. 'We will stop it,' said Phileas Fogg, but Passepartout pushed past him towards the front of their carriage and said, 'Stay here, Sir. I will go.' Passepartout first climbed out of the carriage and then secretly climbed under the other carriages towards the front of the train. When he finally got to the front, he pulled a metal bar as hard as he could. The engine then came away from the rest of the train. The carriages were free and started to slow down, but the engine went even faster on its own. The carriages finally stopped close to Fort Kearney station and the soldiers at the fort came running to the train when they heard the guns. When the Indians saw the soldiers coming they ran away from the train and disappeared to the south.

When everything was calmer the soldiers counted everyone on the train and realised that the brave Frenchman and two others were gone. Many of the other passengers were hurt, but no one was dead.

'I will find him, dead or alive,' Phileas Fogg said quietly to Aouda. Aouda knew that he was serious. She knew that nothing could stop him from trying to rescue Passepartout.

DID YOU KNOW?

Europeans started arriving to live in America in the early seventeenth century. Their numbers grew during the next two centuries, but they remained on or near the east coast. Then, in the early nineteenth century, many more Europeans began arriving, and people moved west.

These people were poor, and they were looking for land and a new life in 'the New World'. However, that land was the land of five million native Americans, who fought hard to keep the Europeans out. Also, there was often trouble between the new Americans themselves. People rightly called it 'the Wild West', and thousands died over the years.

Trains were one of the first signs of a quieter future. In 1869, a railroad connected the east and west coasts for the first time. This was the still-dangerous, seven-day journey that Phileas Fogg and the others made only three years later.

8
LESSONS 1&2

IF...

If you do the housework, I'll ...

open conditional • first conditional

A LISTEN AND SPEAK

1 Copy the housework jobs. Listen and number the jobs 1–8 as you hear them.





2 Say what you (do not) have to do.

I have to (tidy up my room).

I don't have to (tidy up any other rooms in the house).

3 Compare the past with the present.

These days, I (sometimes) have to (do the vacuuming).

But I didn't have to do that when I was small.

Activity Book Unit 8 page 52 Activity 1

B GRAMMAR p78

1 Look.

Open conditionals *if / when* + present simple, present simple

***If** Mum **is** very tired, I **make** dinner for the family.*

*I usually **help** Dad **when** he **washes** the car.*

2 Listen again for more examples.

Activity Book Unit 8 pages 52–53 Activity 2

C SPEAK

1 Ask and answer. Use these ideas.

A What do you usually do when you (leave home in the morning)?

B When I leave home, I (always run to catch the school bus). What about you?

A When I leave home, I ...

2 Ask and answer. Use these ideas.

feel hungry at night	what do you do?
have some free time	what can you do?
want a break from work	what might you do?

A If you (feel hungry in the middle of the night), what (can) you do?

B If I feel hungry in the middle of the night, I (can go to the kitchen and make a sandwich). What about you?

A If I feel ..., I ...

D LISTEN AND READ

At 8.00 a.m.:

Ed Can you come home early, Mum? It's your birthday.

Mum Sorry, Ed, but we're open till seven tonight. And I must go now. I'm late.

All 'Bye.

Ed That's sad.

Will And when she gets home, she'll start cooking and cleaning.

Ed And she'll be too tired for her presents.

Sophie Well, if we do the cooking and cleaning, she'll be free to relax.

Ed Good idea, but we can't cook.

Sophie Well, if you do the other housework, I'll make dinner – and a birthday cake, too.

Ed Fantastic!

Will And I'll make a birthday banner for the front door.

* * * * *

At 5.30 p.m.:

Sophie How are you two getting on?

Will I've made the banner.

Ed And I've vacuumed and tidied up everywhere. What about you?

Sophie Well, dinner is cooking, but I haven't made the cake yet. If I don't start now, it won't be ready.

Ed Is there anything we can do to help?

Sophie Yes, it'll help if you wash the dishes.

Ed Right, come on, Will.

* * * * *

At 7.30 p.m.:

Will They're home. I can hear the car.

Ed Let's go to the door.

Mum What's this? 'Happy Birthday, Mum!'

Ed Hi, Mum!

All Happy Birthday!

Mum What a lovely surprise!



Copy and complete the notes.

Events of the day:

Morning:	*At 5.30:*	*At 7.30 p.m.:*
Mum leaves to go to work	*starts making …*	*Mum and Dad …*
S, E & W plan …	*E & W start …*	*S, E & W go to the door*

2 Find more examples in the text.

3 Find a *When* sentence with the same structure.

Activity Book **Unit 8 page 53 Activity 3**

E GRAMMAR p78

1 Look.

First conditionals *if* + present simple, future with *will*

If *we* ***do*** *the cooking, she* ***will*** *(she'****ll****)* ***be*** *free to relax.*

It ***will*** *(It'****ll****)* ***help if*** *you* ***wash*** *the dishes.*

F SPEAK

1 Choose a place for a class picnic.

If we choose (the park near the school), (it will be easy to get there.)

2 Divide the jobs. (Think about all the things that you will need.)

If you bring (some plates), (name), I'll bring (some glasses).

8
LESSONS
3&4

IF…

What would you do?

second conditional

A READ

Quiz:

What would you do in these situations?

Imagine yourself in these situations. Would you do a), b) or c)?

Situation 1

Your grandmother is ill in hospital two hours away. You know that she would love to see you. However, you have an important test early tomorrow morning. You need as much time as possible to prepare for it.

If you were in this situation, would you …

a) spend a happy day with your grandmother and risk a bad mark tomorrow?

b) get a message to her to say sorry and explain the need to study?

c) visit her, but only stay for a short time, and then make the long journey home again and study until 3 a.m.?



Situation 2

You have always been a good singer, and you have recently won a singing competition on TV. As a result, someone has now offered you work as a professional singer. The pay is not very good, and the job may not last long. However, if everything went well, it would perhaps lead to much bigger things.

If this happened to you, would you …

a) do the safe thing and stay at school to complete your education?

b) try to do both things – go to school and sing every evening?

c) leave school and risk everything for the chance of success?



1 Look at the pictures.

Each teenager is thinking about choices. Describe the choices.

2 Read and do these tasks.

1 Choose. Would you do a), b) or c)?

2 Decide which would be the worst thing to do.

B GRAMMAR p78

1 Look.

Second conditionals 1

***If* + past simple, *would* + verb**

If *everything* ***went*** *well, it* ***would lead*** *to things.*

If *this* ***happened***, ***would*** *you* ***do*** *the safe thing?*

2 Find more examples in the text.

Activity Book Unit 8 page 54 Activity 1

C SPEAK

Talk about your answers to the quiz.

A What would you do in Situation 1?

B If that happened to me, I would … Would you do the same?

A Yes, I would. / No, I wouldn't. If that happened to me, I would … (, too).

D READ

Comments

With questions like these, the answer is not always the same for everyone. So you would need to think carefully about the one that would be best for *you*. Think about these points.

Situation 1

a) If your grandmother knew that you risked a bad mark, she might prefer you to stay at home and study.

b) If you did not visit her, you could instead go later, after the test.

c) If you did both things, your visit would not be very long or much fun. And you would be tired tomorrow morning, so you would probably do the test badly.

Situation 2

a) If you decided to finish your education, you would probably get a safer job with better pay. However, you might always wonder about the chance that you did not take.

b) If you did this, you would certainly be very tired all the time. In the end, you might fail at both.

c) If you did this, you might succeed, but you could easily fail. And your failure to finish your education would probably damage your future badly.

1 Find the correct meaning.

Situation 1 a) If you did **both things,** …

Situation 2 b) If you did **this,** ….

Situation 2 b) In the end, you might fail at **both**.

2 Answer the questions.

1 Which answers does the comment writer seem to think best and worst?

2 Do the comments make you want to change either of your own answers?

E GRAMMAR p78

1 Look.

Second conditionals 2

***If* + past simple, *would / might / could* + verb**

If *you* ***did*** *this, you* ***would be*** *very tired.*
You ***might succeed***, *but you* ***could*** *easily* ***fail***.

2 Find more examples in the text.

Activity Book Unit 8 page 55 Activities 2–3

F SPEAK

Discuss what you would / could / might do in these situations.

1 A friend hopes to be a great singer but sounds terrible. If this friend asked what you thought of his / her singing, what would you say?

2 You have a rich uncle in America who has suddenly decided to give you $1,000,000. If you had $1,000,000, how would you spend it?

8 LESSONS 5&6

IF...
Making a suggestion

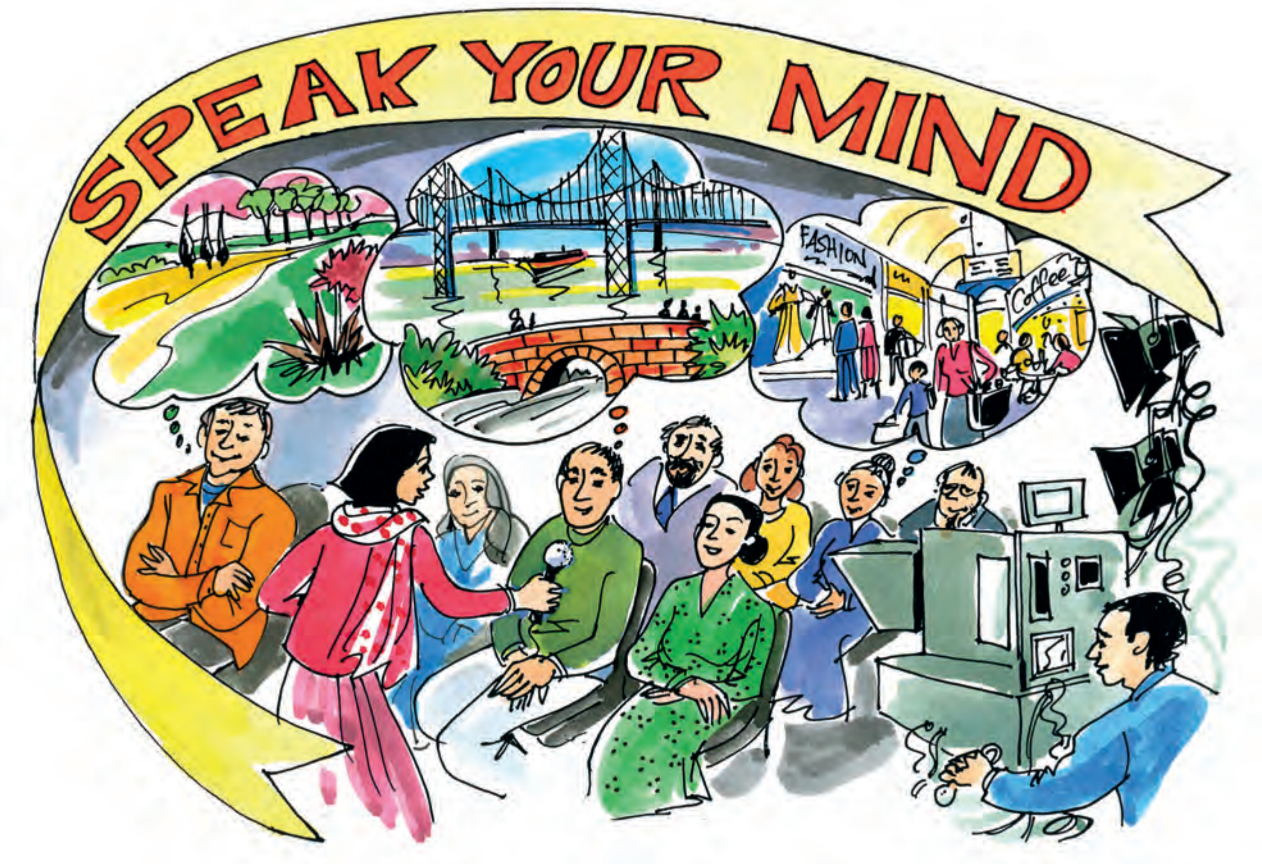
A LISTEN AND SPEAK

1 Look at the picture and do these activities.

a Say where you think this is.

b Describe what is happening.

c Guess what the people are talking and thinking about.



2 Listen to Part 1 and check your answers to 1a–c.

3 Read the lists of ideas. Then listen to Part 2 and match a–f to 1–6.

Ideas

1 we (build) a new bridge across the river
2 transport in the city (work) better
3 we (have) a new shopping centre
4 people (can) find everything together
5 we (create) a beautiful new city park
6 all of us (have) a place to relax and enjoy ourselves

a this (help) to build a better, stronger community.
b all the important shops (be) in one place
c thousands of people (be able to) enjoy this green space
d cars (can) move through the city faster
e they (be able to) do their shopping more easily
f life (be) better for everyone

Activity Book Unit 8 page 56 Activity 1

B PRONUNCIATION

1 Practise your pronunciation. Copy and extend the table, then listen to Part 1 and write the words in the correct columns.

~~the~~ this ~~thirty~~ thousands through that thank you other everything they their thin

1	the /ði/ /ðə/	thirty /ˈθɜːti/
2		
3		

2 Now listen to Part 2 and repeat the words.

C SPEAK

Take the parts of the taxi driver, the young woman and the young man. Use the notes in Activity 3 to make their suggestions. Use *if* sentences.

D WRITE

Complete the presenter's script for the end of SPEAK YOUR MIND.

Activity Book Unit 8 page 57 Activity 2

E UNIT TASK

1 Your school might get some extra money. Think about ways to use it.

a Suggest different ways to use it.

a new computer room a new library a new science laboratory
a new sports hall some new classrooms
some new equipment for all the classrooms some new sports equipment

b Suggest one or two good points about each idea. (Use *if* sentences.)

c Choose one project.

d Make notes.

2 Write a report to your Head Teacher.

Activity Book Unit 8 page 57 Activity 3













Language Focus

1 GRAMMAR ڕێزمان

Lesson 1: Open conditionals

- ئەم شێوازە بەکاردەهێنین بۆ ڕێسا گشتیەکان.

If / When + present simple, present simple
***If** Mum **is** very tired, I **make** dinner for the family.*

هەندێك جار ئەمە ڕوودەدات — پاشان هەمیشە ئەمە ڕوودەدات >>

***When** they **are** busy, we **do** as much as we can.*

زۆرجار ئەمە ڕوودەدات — پاشان هەمیشە ئەمە ڕوودەدات >>

- لەبیرت بێت کۆما (,) گرنگە لەگەڵ هەموو ڕستە مەرجیەکاندا.

***If** I forget, Mum gets angry.* (with a comma)
*Mum gets angry **if** I forget.* (without a comma)

Lesson 2: First conditionals

- ئەم شێوازە بەکاردەهێنین بۆ ئەو شتانەی لەوانەیە لە داهاتوودا ڕووبدەن.

If + present simple, future with will
***If** we **do** the cooking, she **will be** free to relax.*

لەوانەیە ئەمە لە داهاتوودا ڕووبدات — پاشان ئەمەش ڕوودەدات >>

- ئەم شێوازە بەکاردەهێنین بۆ پێشنیارکردنی پلانی کردارێك.

***If** you **do** the housework, I **will make** dinner.*

- شێوازی ***when*** هەر وەك شێوازی ***if*** وایە.

When + present simple, future with *will*
***When** she **gets** home, she **will start** cooking.*

ئەمە بە دڵنیاییەوە ڕوودەدات لە داهاتوودا — پاشان ئەمەش ڕوودەدات >>

Lessons 3 and 4: Second conditionals

- ئەم شێوازە بەکاردەهێنین بۆ شتە خەیاڵیەکان یاخود ئەو شتانەی لەوانە نیە ڕووبدەن.

If + past simple, would + verb
***If** everything **went** well, it **would lead** to much bigger things.*

ئەم شتە بەلامانەوە مەحاڵە یاخود شتێکە ڕوونادات — پاشان ئەمەش ڕوودەدات >>

- زۆر شێوازی ڕابردووی **(modal verbs)** بەکاردەهێنین.

*If you did this, you **would** be very tired all the time.*	(will > would)
*If you did this, you **might** succeed.*	(may > might)
*If you did this, you **could** easily fail.*	(can > could)

2 VOCABULARY وشەکان

as a result /æz ə rɪˈzʌlt/ *phr*	لە ئەنجامدا
banner /ˈbænə/ *n*	دروشم ، لافیتە
bridge /brɪdʒ/ *n*	پرد
classroom /ˈklɑːsˌruːm/ *n*	پۆل
come on /ˌkʌm ˈɒn/ *v*	بابڕۆین ، وەرە
comment /ˈkɒment/ *v/n*	ڕووندەکاتەوە ، تێبینی
community /kəˈmjuːnəti/ *n*	کۆمەڵگا
damage /ˈdæmɪdʒ/ *v/n*	زیانی پێ دەگەیەنێت ، زیان لێکەوتن
driver /ˈdraɪvə/ *n*	شوفێر
education /ˌedjʊˈkeɪʃn/ *n*	خوێندن ، پەروەردە
equipment /ɪˈkwɪpmənt/ *n*	کەرستە، پێداویستی
fail /feɪl/ *v*	دەکەوێت ، سەرناکەوێت
get on /ˌget ˈɒn/ *v*	سەردەکەوێت (لە کارکردندا)
give back /ˌgɪv ˈbæk/ *v*	دەگەڕێنێتەوە ، دانەوەی شت
housework /ˈhaʊsˌwɜːk/ *n*	ئیشی ناو ماڵ
however /haʊˈevə/ *adv*	لەگەڵ ئەوەشدا
instead /ɪnˈsted/ *adv*	لە جیاتی
in the end /ɪn ðiː end/ *phr*	لە کۆتاییدا
laboratory /ləˈbɒrət(ə)ri/ *n*	تاقیگە
mark /mɑːk/ *n*	نمرە
offer /ˈɒfə/ *v/n*	پێشکەش دەکات ، پێشکەشکردن
pay /peɪ/ *v/n*	پارە دەدات ، کرێ
point /pɔɪnt/ *n*	خاڵ
probable/ly /ˈprɒbəbl/li/ *adj/adv*	لەوانەیە
relax /rɪˈlæks/ *v*	پشوودان
risk /rɪsk/ *v/n*	خۆدانە بەرمەترسی
rubbish /ˈrʌbɪʃ/ *n*	زبڵ
science /ˈsaɪəns/ *n*	زانست
singer /ˈsɪŋə/ *n*	گۆرانی بێژ
situation /ˈsɪtʃuˈeɪʃn/ *n*	شوێن ، هەڵوێست
spend /spend/ *v*	خەرج دەکات
sports hall /ˈspɔːts ˌhɔːl/ *n*	هۆڵی وەرزش
succeed /səkˈsiːd/ *v*	سەردەکەوێت
success /səkˈses/ *n*	دەرچوون ، سەرکەوتن
suggestion /səˈdʒestʃ(ə)n/ *n*	پێشنیار
take out /ˌteɪk ˈaʊt/ *v*	دەردەهێنێت
test /test/ *v/n*	تاقیکردنەوە
think of (= have an opinion) /θɪŋk əv/ *v*	بیربکەرەوە لە (رایەك بڵێ)
tidy up /ˌtaɪdi ˈʌp/ *v*	ڕێك دەخات
tonight /təˈnaɪt/ *adv*	ئەمشەو
vacuuming (do the ~) /ˈvækjʊmɪŋ/ *n*	گسك لێدان بە گسکی کارەبایی

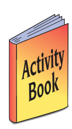
3 TO HELP YOU STUDY

Collect verbs and nouns that go together.
Copy the diagram. Add more that you know.

have
- breakfast
- a wash
- time
- …
- …

make
- breakfast
- your bed
- friends
- …
- …

do
- the housework
- your homework
- a test
- …
- …



Unit 8 pages 58–59 Activities 1–3

Literary Reader

Episode 8: From Fort Kearney to New York Harbour

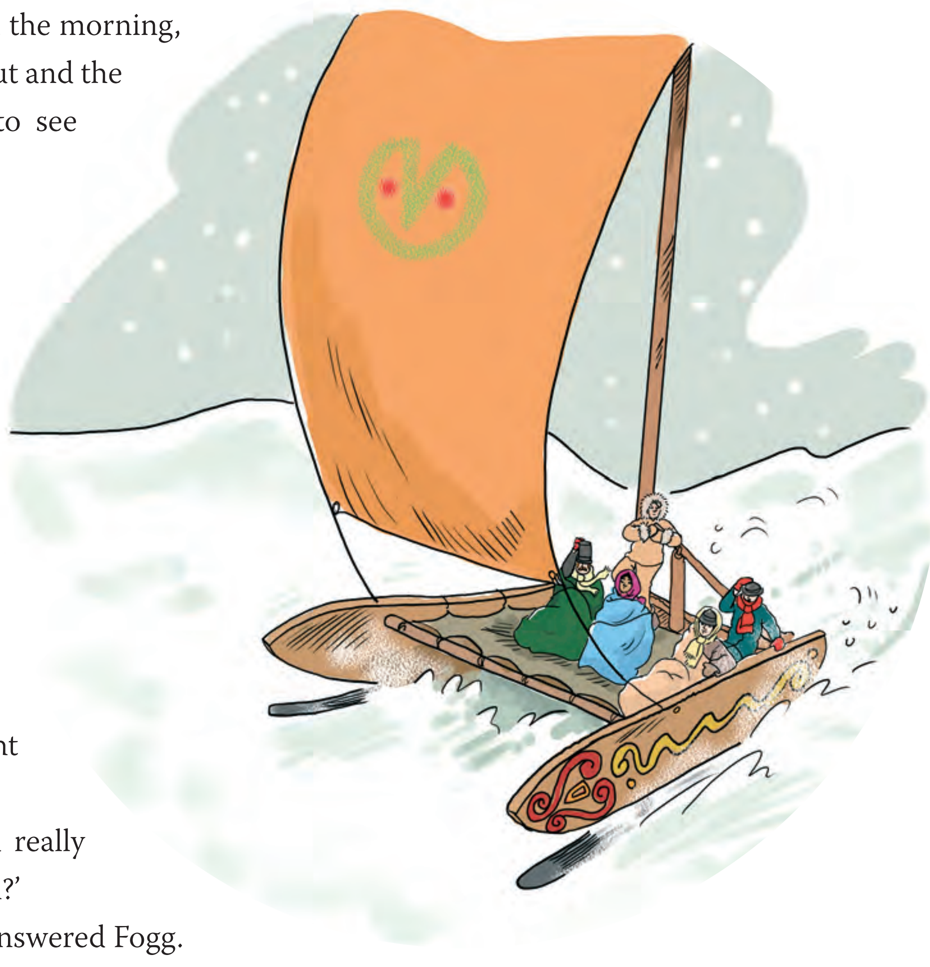
Phileas Fogg was preparing to follow the Indians to the south and rescue Passepartout. He asked the captain and soldiers from Fort Kearney to go with him. The captain said, ‘I cannot leave the fort to save just three people. They might already be dead.’

‘Then I will go alone. Passepartout saved all of our lives,’ said Phileas Fogg. When he heard this, the captain changed his mind and sent thirty of his men to help Mr Fogg.

Mr Fogg made a promise to the soldiers, ‘I will give you five thousand pounds to share if we rescue the prisoners.’

Mr Fix was very worried when Mr Fogg asked him to stay at the fort and look after Aouda. If the detective was not there to watch him, Fogg might try to escape. Mr Fogg gave Aouda his bag with all the money inside and said goodbye. The men left at midday, and Aouda waited at the station. She thought that Mr Fogg was the bravest man she knew.

A few hours later, the train engine returned to the station. The driver was hurt, but was now well enough to drive the engine back to the carriages. The passengers got on the carriages and the train slowly moved out of the station. Aouda and Mr Fix did not get on the train, but stayed at the station to wait for Phileas Fogg. It was very cold and it was snowing. It started to get dark and Aouda could not sleep. She sat and waited all night. If Phileas Fogg did not appear, she did not know what she would do. But then, at seven in the morning, Mr Fogg appeared with Passepartout and the soldiers. Aouda was very happy to see them.



‘Where is the train?’ asked Passepartout.

‘Gone,’ answered Mr Fix, ‘and the next train does not leave until this evening.’

Mr Fogg now found himself twenty hours behind time. If they could not get to New York by 11th December, at nine o’clock in the evening, then they would be too late. Passepartout was very upset and felt bad because he thought that everything was his fault.

Mr Fix then asked, ‘Sir, do you really have to be in New York on the 11th?’

‘Yes, it is very, very important,’ answered Fogg.

'Then I might have an idea. There is a man who has offered us a sledge with sails. If we use it we can travel across the snow,' Fix suggested.

There was no time to lose. They all climbed onto the open sledge and started the two-hundred-mile journey to Omaha, Nebraska. They travelled across the snow at a speed of forty miles an hour. It was a cold and dangerous journey and Passepartout shot at wolves that came near the sledge. When they arrived in Omaha there was a train waiting to leave to go to New York. The four travellers jumped on the train and it moved out of the station. The next day, the 10th December, the train arrived in Chicago. They immediately got on another train and in minutes they were moving towards New York.

In the end, Phileas Fogg, Passepartout, Aouda and Mr Fix arrived in the city of New York at a quarter past eleven in the evening on 11th December. They were too late. The *China*, the ship that was going to Liverpool, was already at sea and on its way to England. The travellers were sad and disappointed and decided to go to the St Nicholas Hotel on Broadway to get some sleep. It seemed that there was now no hope of finishing the journey in eighty days.

DID YOU KNOW?

New York was not always New York. In 1624, it was called New Amsterdam by people from the Netherlands who were the first Europeans there. (The capital of the Netherlands is Amsterdam.) They built their village on an island – Manhattan – that they 'bought' for almost nothing from the native Americans. That island, Manhattan, is now the heart of perhaps the most famous city in the world. New Amsterdam became New York when the English arrived in 1664. By 1700 it had a population of 20,000 and in 1800, soon after America became independent, 60,000 people lived there. During the nineteenth century it became a great centre of trade. Millions of Europeans also entered America through New York, and many stayed. The city grew quickly from the south of Manhattan towards the north. (However, it kept one great, open, green space for all to enjoy: Central Park.)

New York's neighbours were also growing, so new bridges and tunnels started connecting them all. The most famous, Brooklyn Bridge, opened in 1883. Then came the skyscrapers: the first went up in 1902. This was the start of the famous Manhattan skyline that we know today.





9 LESSONS 1&2

MAD ABOUT SPORT

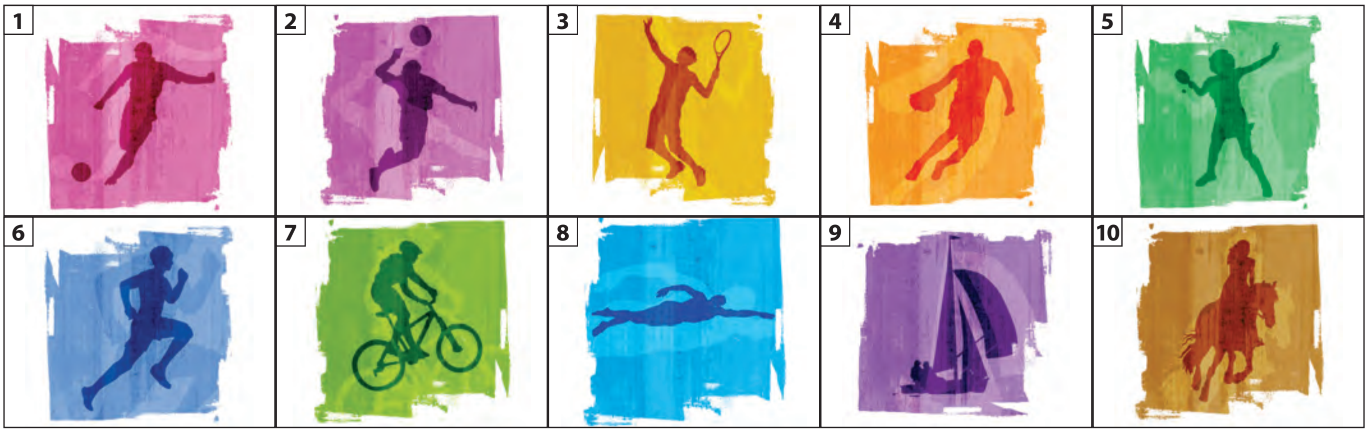
He said we might win.

reported statements • reported requests

A DO AND SPEAK

1 Name sports 1–10.

basketball cycling football riding running sailing swimming table tennis tennis volleyball



2 Answer questions about sports.

Activity Book Unit 9 page 60 Activity 1

B GRAMMAR p88

1 Look.

Reported statements 1

The original statements:

1 *I **am** quite interested in tennis.*
2 *And I often **watch** it on TV.*

The reported statements:

1 *(Name) **said** (that) he/she **was** quite interested in tennis.*
2 *He/She also **told** me (that) he/she often **watched** it on TV.*

2 Work with a partner and read aloud.

A Read out an original statement from the Grammar box.

B Read out a reported statement from the box. Report to the class.

Activity Book Unit 9 pages 60–61 Activity 2

C SPEAK

1 Work with a partner. Tell your partner about one activity from the table in AB p60. Add 'extras', e.g. *quite, sometimes, twice a week.*

I am	quite very	interested in …
And I	sometimes often	watch it on TV.

I play … once or twice a week,
go … (nearly) every weekend,

and I	think I'm feel	quite very	good at it.

2 Work with another partner. Report what your first partner said.

… said told me	that	he she	was interested in …

He She	also	told me said	that …

D LISTEN AND READ

Annie Hi, Carl! You look tired.

Carl Yes, we've just had our last training before the big match on Saturday.

Annie Was your coach very tough?

Carl Yes, at the start, he said we were terrible, and he was right. He told us we weren't trying hard enough, and we were going to lose the championship. He said we had to wake up fast!

Annie And did you?

Carl Yes, we worked really hard. First, he asked us to do some exercises. Then we had to run round the field. Then he told us to practise passing the ball. After that, he asked us to practise kicking goals. Then he wanted us to run round the field again!

Annie Did he cheer up?

Carl Well, after a while, he suddenly said we might win. Maybe. Then, when we finished, he said we really could win on Saturday! And he told us not to forget that.

Annie Oh, good!

Carl Are you going to come and watch?

Annie Sorry, but I'm going to be busy, too. Remember. I'm playing in the basketball championship …

Carl Oh, yes, I forgot!

Annie And they've asked me to be the captain.

Carl Wow!



Answer the questions.

1 What has Carl just come home from?
2 Why was this very important?
3 How did the coach feel about the team at the beginning?
4 What did he say that they had to do?
5 How many things did the coach ask them to do?
6 What two things did he say at the end of the training?
7 Why is Saturday going to be a very important day for Annie, too?

E GRAMMAR p88

1 Look.

Reported statements 2

1 *You **are going to** lose the championship.*
*> He told us (that) we **were going to** lose the championship.*

2 *You **have to** wake up fast.*
*> He **said** (that) we **had to** wake up fast.*

Reported requests and orders

1 ***Can** you **do** some exercises, please?*
*> He **asked** us **to do** some exercises.*

2 ***Don't forget** that.*
*> He **told** us **not to forget** that.*

2 Read aloud in pairs.

Activity Book Unit 9 page 61 Activities 3–4

F SPEAK

1 Work with a partner. Talk about activities from AB p60.

A I'm going to | go (cycling) / play (football) | (tomorrow). / (on Friday).
Would you like to | go … / play … | with me?

B I can't | go (tomorrow). / play (then). But I can | (the day after). / (on Saturday).

A Good. Meet me (at the park) at (2.00).

B OK.

2 Report what your first partner said.

B (name) said (that) | he / she | was going to …
And | he / she | asked me to …

C That's nice. What did you say?

B I said (that) I couldn't …, but (that) I could …

C And what did (name) say?

B He / She | asked me to …

9

LESSONS 3&4

MAD ABOUT SPORT

Where was the game invented?

present and past simple passive • *by* + agent

A READ

POPULAR TEAM SPORTS



Football has become the world's favourite game during the last century. However, different kinds of football were played over 2,000 years ago by the ancient Chinese, Egyptians, Greeks and Romans. And hundreds of years ago a sort of football was often played across the fields between villages. There could many, many players, and a game could go on for days.

The modern form of football was invented in Britain in the nineteenth century. In 1848, the rules were agreed by players at Cambridge University. The new game was quickly accepted by clubs across the country, and then beyond. Today, more people play it and watch it than any other game. Every minute of every day, a goal is scored by someone somewhere in the world!



Basketball is another very popular game. Again, the rules were invented in the nineteenth century – this time in 1891 in America. And again, a type of basketball was played long before. It was enjoyed by the ancient people of Mexico 3,000 years ago.

In both games, teams are placed in local or national leagues. All the teams then compete to be top of their league and become the champion.

Some clubs are professional. Their teams have thousands of fans who travel far and wide to watch matches. These are also often broadcast on TV and are watched by millions more. Professional players make a lot of money, and they can quickly become national and international stars.

Most clubs are not professional, however. Their teams are never seen on TV, and they do not have many fans. Players do not play for money. They play because they love the game.

Amateur clubs usually have junior teams for young people who are trained by older club members. These coaches give their time freely to teach their skills to the new members.

Almost all these young players will always stay as amateurs. However, the story can be very different. Just sometimes, someone with very special skills is discovered by the coaches. With their help and advice, that young player may be on his or her way to great things.

That is how future stars are born.

1 Copy and complete the table.

Game	Which ancient people played it?	When was it first played?	Where was the modern game invented?	When were the rules written?
…	The Chinese, … , … and …	Over …	At …	In …
…	…	ago …	In …	In …

2 Do these tasks.

1 Explain how teams compete with each other.
2 Find three differences between a top professional star and an ordinary amateur player.

3 Read to find the correct meaning.

1 line 9: … across the country, and beyond.
2 line 21: … and are watched by millions more.

B GRAMMAR p88

1 Look.

Present and past simple passive

Active: ~~People~~ **place** **teams** in leagues.

Passive: **Teams** **are placed** in leagues.

Active: ~~People~~ **invented** **football** in Britain.

Passive: **Football was invented** in Britain.

2 Describe the changes between the active and passive forms.

Activity Book Unit 9 page 62 Activity 1

C SPEAK

Work with a partner. Ask and answer questions.

A Where and when were you born?

B I was born in (place) on (date).

What about you? Where and …

A What are your brothers and sisters / cousins called?

B They are called (names).

A Were they born in (place), too?

B Yes, they were. / No, they weren't. They were …

D READ AND SPEAK

1 Read the article again and put statements a–j in order.

a Young amateur players are trained by club coaches.

b However, the modern game was developed in the 19th century.

c Not many of them go beyond their amateur clubs.

d Like football, basketball was first played long ago.

e Since then, it has become the world's most popular game.

f With help, this player may rise and become a future star.

g However, somebody with special talent is sometimes found.

h Again, the modern game was invented in the 19th century.

i Forms of football were played many years ago.

j Teams compete in leagues, national or local, and professional or amateur.

2 Read out the statements in the correct order.

3 Close your book. Explain in your own words.

Activity Book Unit 9 pages 62–63 Activity 2

E GRAMMAR p88

1 Look.

***by* + agent**

Active: **Coaches** **train** **members.**

Passive: **Members** **are trained** **by coaches.**

2 Find and read out more examples from the text:

a) without *by* + agent;

b) with *by* + agent.

Activity Book Unit 9 page 63 Activity 3

F SPEAK

Do a quiz on sports or other special events that you know about.

A It was shown / broadcast on TV last … / on …

It was held at / in …

It was (won by …)

What game / event am I talking about?

B Ah, you mean the international between … and … / the festival / the concert / the fireworks at / in …, don't you?

A That's right. / No, sorry. Try again.

MAD ABOUT SPORT

Reporting

A LISTEN AND UNDERSTAND

1 Look at the picture, and answer these questions.

1 What is everyone dressed and ready for?

2 What do you think is happening in the picture?

3 How does the boy who is standing alone seem to feel? What about the others?

2 Listen to the poem, and match the picture to one of the verses.

3 Answer the questions.

1 Why is the writer unhappy?

2 What is his idea for a better way of picking teams?

4 Find words which mean the following.

1 a piece of ground at a school where pupils can play and relax

2 having hope

3 hitting lightly

4 finally finish

5 Listen again. Then read the poem aloud.



Picking Teams

When we pick teams in the playground,
Whatever the game might be,
There's always somebody left till last
And usually it's me.

I stand there looking hopeful
And tapping myself on the chest,
But the captains pick the others first,
Starting, of course, with the best.

Maybe if teams were sometimes picked
Starting with the worst,
Once in his life a boy like me
Could end up being first!

Allan Ahlberg



B WRITE

Unit 9 pages 64–65 Activities 1 and 2

1 Read paragraph 1 of the coach's story.
2 Read the start of paragraphs 2–4.
3 Read out the coach's words in a–e.
4 Put the coach's words into reported speech to complete paragraphs 2–4.

Paragraph 1

Saturday, 1st May was the day of the championship, and I remember it very well. I didn't hope for much at the beginning of the match, but in the end it was a great day for our team.

Paragraph 2

*At the start of the game, I didn't expect our team to play very well. I said to myself that …**a**… But then I thought that …**b**…*



Paragraph 3

*At half-time, I talked to the team, and I pushed them very hard. I asked them …**c**… And I also told them …**d**…*



Paragraph 4

*At the end, the boys finally got the result that everyone wanted. I shouted at them …**e**… And they did! They scored a beautiful goal, and they won the championship!*



C UNIT TASK

Write about an exciting game that you have played or watched. Report what people said and felt at different times.

Unit 9 page 65 Activity 3

Language Focus

1 GRAMMAR ڕێزمان

Lessons 1 and 2: Reported statements

- بۆ گەیاندنی وتەی ناڕاستەوخۆ، دەتوانین:

• دەستپێکردنی وتەکە بەرابردووی سادە لەگەڵ،

بۆنمونە:

(name) *said (that)…*
told me (that)…

• کاتی وتەکە بگۆڕین بۆ رابردوو.

• پێکهاتەکانی تری وتەکە بگۆڕین بە گوێرەی پێویست ، بۆ نمونە: 1st > 3rd person

*I **am** quite interested in tennis.*
*>Peri **said** (that) she **was** quite interested in tennis.*
*And I often **watch** it on TV.*
*>She also **told** me (that) she often **watched** it on TV.*

*You **are not trying** hard enough.*
> He told us (that) we were not trying hard enough.
*You **are going to** lose the championship.*
*>He told us (that) we **were going** to lose.*

• هەروەها(**modal verb**)ە کانیش دەکەین بە رابردوو.

*You **have to** wake up fast.*
*>He **said** (that) we **had to** wake up fast.*
*You **may** win.*
*>He **said** (that) we **might** win.*

*You really **can** win.*
*>He **said** (that) we really **could** win.*

Lesson 2: Reported requests and orders

- بۆ گەیاندنی خواست و داواکاری ناڕاستەوخۆ، دەتوانین:

• دەستپێکردنی خواستەکە یان داواکاریەکە بەرابردووی سادە لەگەڵ،

بۆنمونە:

(name) *asked (name)...*
wanted (name)…
told (name)…

• کاری سەرەکی بگۆڕین بۆ *infinitive +to* (ئەری بێت یاخود نەرێ).بۆ نمونە:

***Can you do** some exercises, please?*
*>He **asked** us **to do** some exercises.*
*Now **please run** round the field again.*
*>He **wanted** us **to run** round the field again!*

***Don't forget** that.*
*>He **told** us **not to forget** that.*

Lesson 3: Present and past simple passive

هەندێك جار لەرستەی بکەردیاردا ، بەرکاری رستەکە گرنگترە لە بکەرەکە.لەم حاڵەتەدا بەرکارەکە دەکەین بە بکەری نویٚ (بکەرە کۆنەکە لادەبەین) ، بۆ ئەنجامدانی ئەم کارە شێوەی بکەر نادیار بەکاردەهێنین.

Active:	~~***People***~~	***place***	***teams***	*in leagues.*
Passive:	***Teams***	***are placed***	*in leagues.*	
Active:	~~***People***~~	***invented***	***football***	*in Britain.*
Passive:	***Football***	***was invented***	*in Britain.*	

Lesson 4: Passive with *by* + agent

هەندێك جار پێویستمان بەوە دەبێت شێوازی بکەرنادیار بەکاربهێنین بەڵام بکەری شێوازی بکەر دیارەکەش بپارێزین.لەم حاڵەتەدا ئامرازی *by* زیاد دەکەین.

Active: *Club coaches* *train* *new members.*

Passive: *New members* *are trained* *by club coaches.*

2 VOCABULARY وشەکان

accept /əkˈsept/ *v*	پەسند دەکات	**mad/ly** /mæd/li/ *adj/adv*	شەیدا
advice /ədˈvaɪs/ *n*	ئامۆژگاری	**meeting** /ˈmiːtɪŋ/ *n*	کۆبوونەوە
again (= as before) /əˈgen/ *adv*	دووبارە(وەك پێشوو)	**member** /ˈmembə/ *n*	ئەندام
beginning /bɪˈgɪnɪŋ/ *n*	سەرەتا	**place** /pleɪs/ *v*	دایدەنێت لە شوێنێکدا
broadcast /ˈbrɔːdˌkɑːst/ *v/n*	پەخش دەکات، پەخشکردن	**player** /pleɪə/ *n*	یاریزان
busy/ily /ˈbɪzi/li/ *adj/adv*	سەرقاڵ ، بەسەرقاڵی	**practise** /ˈpræktɪs/ *v*	جێبەجێی دەکات
champion /ˈtʃæmpiən/ *n*	پاڵەوان	**riding** /ˈraɪdɪŋ/ *n*	سواربوون (پاسکیل ، ئەسپ)
championship /ˈtʃæmpiənʃɪp/ *n*	پاڵەوانێتی	**rule** /ruːl/ *n*	یاسا، پەیڕەو
cheer up /ˌtʃɪə ˈʌp/ *phr v*	دڵخۆش دەبێت	**shout** /ʃaʊt/ *v*	هاوار دەکات
coach (= trainer) /kəʊtʃ/ *n*	ڕاهێنەر	**skill** /skɪl/ *n*	شارەزایی ، کارامەیی
festival /ˈfestɪvl/ *n*	فیستیڤاڵ	**sort** /sɔːt/ *n*	جۆر
field /fiːld/ *n*	گۆڕەپان	**star (sports / pop ~)** /stɑː/ *n*	ئەستێرە (وەرزش، پۆپ)
form /fɔːm/ *n*	شێوە	**table tennis** /ˈteɪbl ˌtenɪs/ *n*	تێنسی سەر مێز
half-time /ˌhɑːf ˈtaɪm/ *n*	کاتی پشوو	**tough** /tʌf/ *adj*	توند
hold (an event) /həʊld/ *v*	ئەنجام دەدات	**train** /treɪn/ *v*	ڕادەهێنێت
invent /ɪnˈvent/ *v*	دادەهێنێت	**training** /ˈtreɪnɪŋ/ *n*	مەشق کردن
junior /ˈdʒuːniə/ *n/adj*	پلە نزم	**village** /ˈvɪlɪdʒ/ *n*	گوند
league /liːg/ *n*	خول	**wake up** /ˌweɪk ˈʌp/ *phr v*	وریا دەبێتەوە
local/ly (cf local time U1) /ˈləʊkl/li/ *adj/adv*	ناوخۆ، ناوخۆیی	**while** /waɪl/ *n*	ماوە (ماوەیەك)

3 TO HELP YOU STUDY

1 Look at these synonyms from the text on page 84.

paragraph 1: …different **kinds** of football were played …
… a **sort** of football was often played …

paragraph 2: The modern **form** of football …

paragraph 3: And again, a **type** of basketball …

We need to use synonyms because we do not like to use the same word again and again when we write.

2 Find synonyms for the following in the texts on pages 83 and 84.

Page 83

game (= sports event), at the beginning, wanted us to, perhaps

Page 84

most popular, a hundred years, these days, on Earth, are put, nearly all, is found

Activity Book **Unit 9 pages 66–67 Activities 1–3**

Literary Reader

Episode 9: Back to Britain

Mr Fogg slept well and woke up the next day, 12th December, at 7 a.m. He had nine days, thirteen hours and forty-five minutes until a quarter to nine in the evening on 21st December. That was when he needed to be at the Reform Club in London. He went alone to the River Hudson in New York and looked for ships that were going to travel to Europe. He found one, the *Henrietta*, which was getting ready to sail. He asked the captain where he was planning to go. The captain told him that he was going to Bordeaux, in France, and that they were leaving that morning. Phileas Fogg asked the man to take him and three other passengers to Liverpool. He offered to pay a lot of money, but the captain simply said no. Phileas Fogg then offered to buy the boat from him, and he said no again. For a few moments the two men said nothing.

'Then will you take us to Bordeaux for £1,600?' asked Phileas Fogg.

£1,600 was a lot of money. The captain thought for a moment. Then he simply said, 'We leave here at nine o'clock'.

'We will be ready,' said Fogg, and he rushed back to the hotel to get the other travellers.

A few hours after they got on the ship, Phileas Fogg started offering the sailors money. Soon, the captain was locked in his cabin and Mr Fogg was sailing the ship himself, not towards Bordeaux, but towards Liverpool. The voyage to Liverpool was longer than the route to Bordeaux and after several days they realised that they did not have enough coal to reach England. Mr Fogg went to see the captain. He said, 'I need to burn the parts of the ship that are made of wood. So I want to buy the whole ship from you for £12,000.' At first, the captain was angry, but then he agreed. When the coal was finished, all the wooden parts of the ship were taken and burned. This kept the engines working.

Nearly nine days after leaving America, land was seen. It was one o'clock in the morning when the ship arrived at Queenstown on the south coast of Ireland. Mr Fox, Passepartout, Mr Fix and Aouda left the ship and rushed to the railway station. At half-past one, they jumped on a train and were in Dublin by early morning. From there they caught a ship which took



them fast across the Irish Sea to England. At last, they arrived in Liverpool, England, at twenty minutes to midday on 21st December. Mr Phileas Fogg was now only a six-hour journey away from London. But then, just as Mr Fogg got off the boat and entered Britain, Detective Fix walked up to him, put his hand on his shoulder and asked, 'Are you really Phileas Fogg?'

'I am,' answered Fogg.

'Then you are arrested in the Queen's name!' said Mr Fix.

Phileas Fogg was quickly taken away to prison. Passepartout was very angry, and Aouda did not understand what was happening.

While Mr Fogg was sitting in the prison, he looked calmly at his watch. If he was going to reach London by quarter to nine that evening, he would need to get on a train immediately. It seemed certain that he could not get there in time.

But at half past two he heard a noise outside, and the door was quickly opened by Passepartout. He, Aouda and Fix rushed into the room. Fix looked terrible and it was difficult for him to speak.

'Sir – I'm so sorry – you look so much like him – the robber – they have just arrested him – you are free!'

Phileas Fogg was free!

DID YOU KNOW?

Phileas Fogg and the others were able to travel safely across the Atlantic from west to east in just a few days. However, the sea is never truly safe, as the most famous sea disaster of all time shows. This was the sinking of the *Titanic* in 1912. This great ship was crossing the Atlantic, too, but on exactly the opposite route – from Queenstown to New York.

The *Titanic* was the world's newest and largest ship. People also believed that it was the safest because, they said, it could not sink. The *Titanic* began its first – and last – journey on April 10th. The captain wanted his ship to be the fastest across the Atlantic. He was therefore travelling at top speed through the cold, calm, clear night of April 14th. Then a huge iceberg was seen straight ahead. But the huge ship could not turn quickly enough. The ice cut the ship open. Less than three hours later, the great Titanic rose high out of the sea and then rushed to the bottom, three kilometres below.

There were not enough boats for the 2,224 men, women and children on the *Titanic*. (No one thought that many boats were needed on a ship that could not sink!) Only just over 700 were saved. Most of the other 1,500 people died in the freezing water.



10 LESSONS 1&2

REVISION Goodbye

A READ

It is nearly time to say goodbye. Haval has to fly home to San Francisco soon. And tomorrow, Ben is returning to Dohuk.

Uncle Ben, if you come back to Kurdistan, you'll always be very welcome to stay here again.

Ben That's really kind, but it'll be difficult. Dad's work in Kurdistan finishes in July. And when that happens, I won't be able to get back here easily.

Aunt That's sad.

Bahar We must find a way to stay in contact!

Haval I think I've got the answer. I was checking emails before dinner, and there was one from my parents.

Uncle Really? How are they?

Haval They're fine, and they asked me to give you their love.

Aunt That's nice.

Haval They also said they wanted everyone to visit next year. They meant you, too, Ben.

Ben Thanks!

Uncle It's a lovely idea, but no. Who would look after our shop if we all went?

Aunt Perhaps Bahar can go alone.

Uncle Would you like to go, Bahar?

Bahar I'd love to go!

Uncle Well, then I think it's a great idea!

* * * * *

Later, Bahar read about San Francisco on the internet.

San Francisco stands on the coast of California, with the **Pacific Ocean** to the west and **San Francisco Bay** to the north and east. Six million people now live across this whole Bay Area. Many tourists also come to see the famous sights.

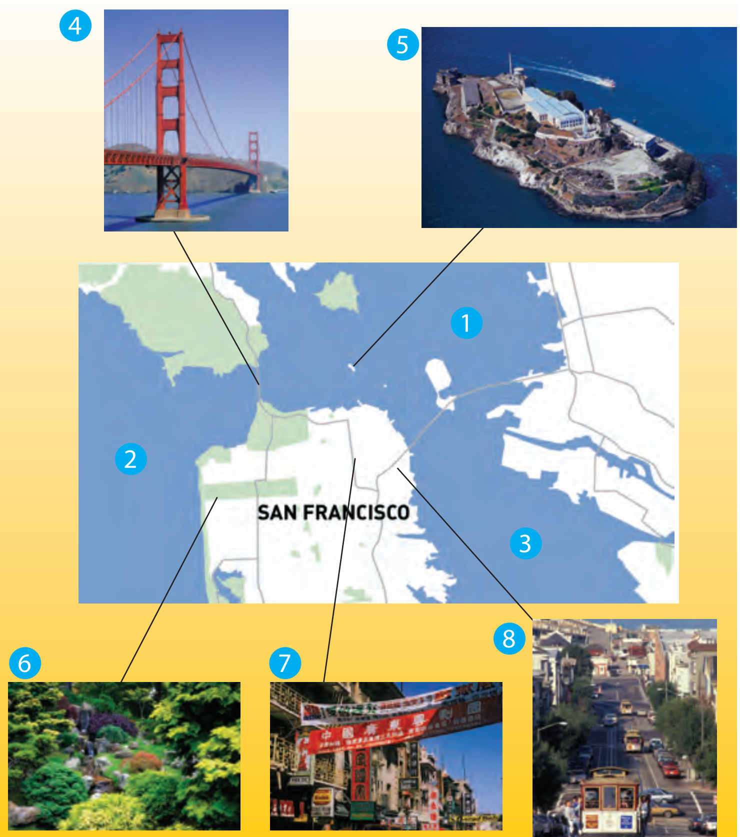
Golden Gate Bridge: This was built across the mouth of the Bay in 1937. It is still one of the world's largest, so you'll need an hour to walk across!

Alcatraz: Now a great tourist sight in the Bay, this island used to be 'home' to America's most dangerous prisoners. Few ever escaped!

Chinatown: You'd think you were in China if you didn't know better! Chinese people have lived here since the 19th century.

Hyde Street: With its famous cable cars, this street runs down to the sea. It is known all over the world from a thousand films!

Golden Gate Park: This island of green cuts through the city. People love coming here to relax and enjoy themselves.



coast /ˈkəʊst/ *n* کەناری دەریا
area /ˈeəriə/ *n* ناوچە
cable car /ˈkeɪbl ˌkɑː/ *n* ئۆتۆمبیلی بەتەل
ocean /ˈəʊʃn/ *n* زەریا
golden /ˈgəʊld(ə)n/ *adj* زێڕین
island /ˈaɪlənd/ *n* دوورگە
bay /beɪ/ *n* کەنداو
gate /geɪt/ *n* دەروازە

1 Do the tasks.

Text 1:

Read and say what will probably happen next year.

Text 2:

Read and name places 1–8. (See the map and photos.)

2 Answer the questions.

1 Who is leaving tomorrow?
2 What was Haval doing before dinner?
3 What did his parents ask him to do?
4 Did they say anything else?
5 Why does his uncle say no to the invitation?
6 Why do millions of people come to live in the Bay Area?
7 What do people do at Golden Gate Park?
8 How long has Chinatown been part of San Francisco?

3 Read to find the correct meaning.

1 **They meant** you, too, Ben.
2 It's a lovely idea, but **no**.

4 Explain in your own words.

1 line 12: this island used to be **'home'** to America's most dangerous prisoners.
2 line 15: You'd think you were in China **if you didn't know better!**
3 line 23: **This island of green** cuts through the city.

B LANGUAGE

1 Answer the questions with second conditionals.

1 If you visited San Francisco, which famous sight would you visit first?
If I visited ..., I would visit (name) first.
2 If you could visit another place in America after San Francisco, where might you decide to go?
If I could visit ..., I think I might decide to ...(name).
Say what you think it would be like.
I think it would be very attractive / beautiful / exciting / nice.
Say what you would try / be able to do if you went there.
If I ..., I would ...

2 Report requests and orders.

Report something that someone asked or told you to do:

1 Yesterday, ...
2 The day before yesterday, ...
3 Three days ago, ...

3 Report statements.

Report something interesting that someone said / told you:

1 Yesterday, ...
2 The day before yesterday, ...
3 Three days ago, ...

4 Use the notes to tell the story of San Francisco. Use the passive. Add *by* + agent only when necessary.

1776	People built the first houses here.
	During the next 35 years, Mexico controlled this area.
1821	The USA took the area from Mexico.
1849	People discovered gold near SF. The gold attracted 25,000 people from all over the world.
	In the next two years, people created a large, new town.
1869	The new railroad to SF opened a fast route from the other side of America.
1906	A terrible earthquake and fire destroyed much of San Francisco and many of its people.
	But people soon built the city again, bigger and better than before.
Today	The many modern jobs in computers, for example, attract more and more people to the Bay Area.

Start like this.

The story of San Francisco

The first houses were built here in 1776. And during the next 35 years, this area ...

Activity Book **Unit 10 pages 68–69 Activities 1–4**

10 LESSONS 3&4

REVISION
Vocabulary and skills

A VOCABULARY

Complete the following with the correct words. Change the forms when necessary.

a At a school in Britain

comment extra meeting offer situation spend

Head teacher: 'Hello, everyone, and thank you for coming to this special _1_ of all our teachers and students. I want to say thank you, too, for all the reports that you have written. Thanks for all your _2_ and ideas on how we should _3_ the _4_ money that was recently _5_ to this school. Well, now we know for sure that we are going to get the money. We are very lucky to be in this _6_, and we must be very careful to use the money well.'

as a result equipment however laboratory pay sports hall

'Some of you wanted to use the money to _7_ for a new _8_ to be able to play basketball inside. And some other people thought lots of new computer _9_ was the right answer. _10_, most of you and most of our teachers said the best idea would be a new science _11_. I have thought about it a lot, too, and I agree. So, _12_, we are going to start work on this fantastic new project later in the year.'

b A newspaper report

Chinar Rashid Joins National Basketball Team

advise coach junior member skill sort

Young Chinar Rashid, 17, of Dohuk has become the newest and youngest _1_ of the national _2_ basketball team.

From an early age, Chinar loved playing all _3_ of different sports, and she was very good at every one of them. But then, when she reached the height of 1.75 metres at the age of 15, her sports _4_ had a talk with her and her parents, and he _5_ her to use her many _6_ in the game of basketball.



advice champion league local tough train

Chinar decided to take his _7_, and she began _8_ with the _9_ girls' team three times a week. She was soon playing for the team every week. Then, last year, she became captain, and they won the area _10_ championship.

Now Chinar is suddenly playing for her country. As she says, 'The international game is much _11_ than anything that I've done before. But I want to do everything that I can to help us become _12_ of the world one day!'

B LISTEN

1 Listen to Part 1 and explain the situation.

2 Listen to Part 2. Listen for requests and statements. Write *a* or *b*.

1 a I'm having a birthday party next Saturday.
  b I'm planning a birthday party on Saturday.
2 a I'd really like him to come.
  b It would be great if he could come.
3 a All our class are going to come.
  b Everyone in our class is going to come.
4 a Please give him our best wishes.
  b Could you give him our best wishes?

3 Listen to Part 3 and explain the situation.

4 Listen to Part 3 again. Listen for reporting forms. Write *a* or *b*.

1 a He said that he was having a birthday party next Saturday.
  b He told me that he was having a birthday party next Saturday.
2 a He asked you to come to it.
  b He wanted you to come to it.
3 a He told me that everyone in your class was going to come.
  b He said that everyone in your class was going to come.
4 a He wanted me to give you their best wishes.
  b He asked me to give you their best wishes.

C PRONUNCIATION

1 Read the sentences and the phonetics. Then listen.

1 **Th**e important **th**ing is **th**is. I'm having a
/ði/ /θɪŋ/ /ðɪs/
bir**th**day party.
/ˈbɜːθdeɪ/

2 Of c**our**se, c**ou**ld **you** give him **our** best wishes?
/kɔːs/ /kʊd/ /juː/ /aʊə/

2 Listen again and repeat.

D SPEAK

Read and act out.

Mrs B And there's something else, Haval. Your friend Max called, and I've got a message for you.

Haval Oh, right. What did he say?

Mrs B The important thing was this. He said that he was having a birthday party next Saturday.

Haval Oh, right.

Mrs B And he wanted you to come to it.

Haval Yes, I'd like that. I wonder who else is going.

Mrs B He told me that everyone in your class was going to come.

Haval It'll be a great party! Did he say anything else?

Mrs B Just one more thing. He asked me to give you their best wishes.

Haval That's nice. I can't wait to see everyone again.

Activity Book **Unit 10 pages 70–71 Activities 1–2**

E UNIT TASK

1 Work with a partner and create a conversation.

Lisa, another friend of Haval, calls Mrs Bakir with these points.

* We're planning a class picnic on 13th May.
* Everyone is going to bring something to eat or drink.
* Can Haval bring some burgers, please?
* Could he call me when he gets back from Kurdistan?

2 Continue Mrs Bakir's email to Haval.

Hi, Haval!

I've just had a call from Lisa, and I've got another message for you. It's late, so this time I'm emailing and not calling.

She said that … She also …

She wanted you to … She also …

Literary Reader

Episode 10: A happy ending

Mr Fogg, Passepartout and Aouda left the prison immediately and went to the railway station. The three travellers climbed on a train and started the last part of their long journey. The train driver went as fast as he could go, but they arrived in London at ten minutes to nine. This was five minutes later than the time that Mr Fogg needed to be at the Reform Club!

Everything was lost, and Phileas Fogg had very little of the twenty thousand pounds left in his bag. He and the others went quietly to his home, and Passepartout was sent to buy some food.

Mr Fogg asked Aouda to stay with him at his home. At half past eleven the next morning, for the first time in his many years there, Phileas Fogg did not go to the Reform Club. He stayed in his room and did not come out. All day, Passepartout went up and down the stairs and listened at the door. At half past seven in the evening Mr Fogg called for Passepartout and asked him to bring Aouda.

'Aouda, I am sorry that I have brought you to England. If I were rich, I would be able to help you, but now I have no money,' said Phileas Fogg.

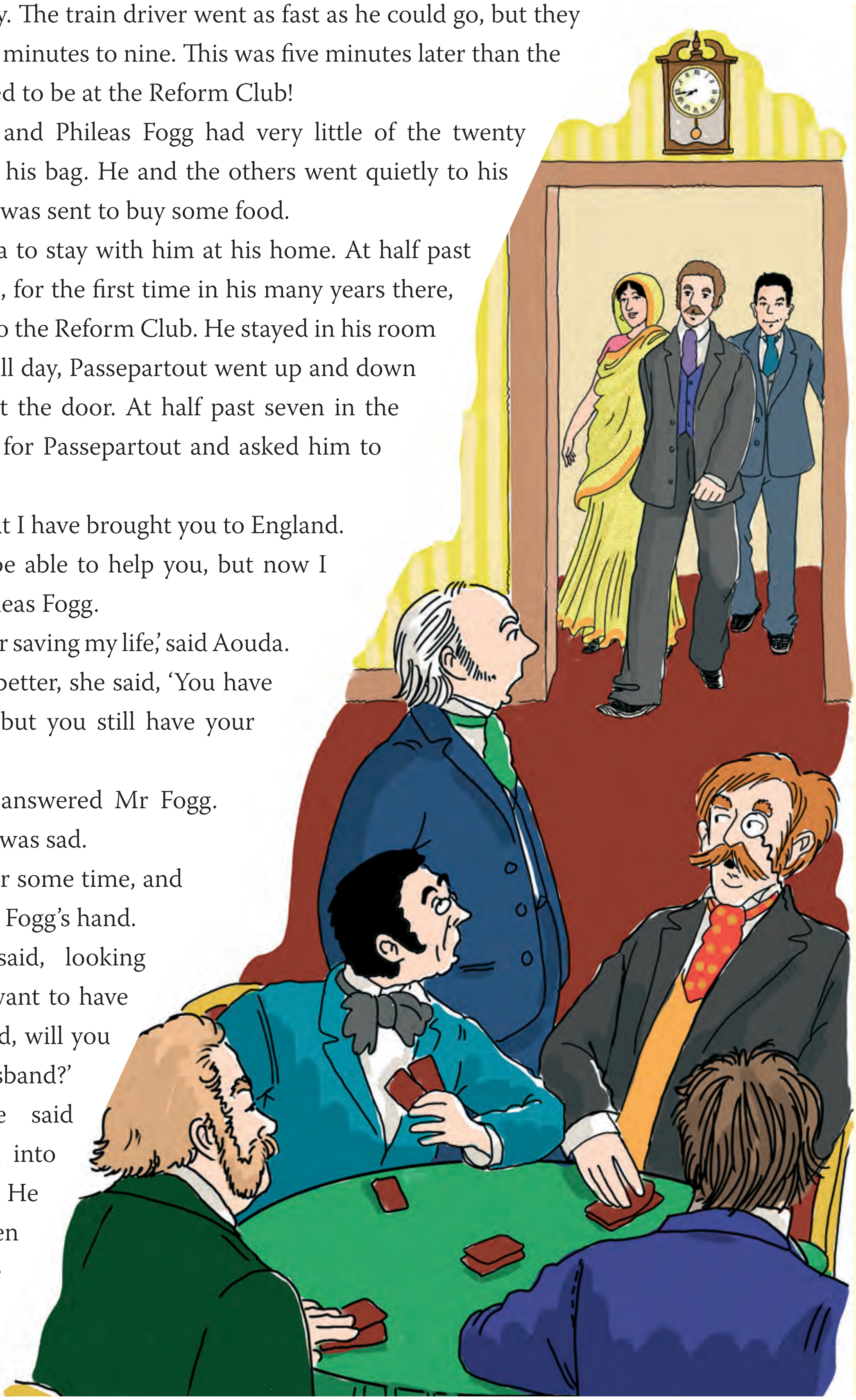
'I want to thank you for saving my life,' said Aouda. Then, to make him feel better, she said, 'You have lost all of your money, but you still have your family and friends.'

'No, I have no one,' answered Mr Fogg. Aouda thought that this was sad.

They did not speak for some time, and then Aouda took Phileas Fogg's hand.

'Mr Fogg,' Aouda said, looking straight at him, 'if you want to have a family and also a friend, will you marry me and be my husband?'

For a moment he said nothing, he just looked into her face in amazement. He breathed deeply, and then he said, simply, 'I love you! Yes, I love you and I am completely yours!'



They called Passepartout and told him the news. They said that they wanted to be married the very next day, Monday, 23rd December. Passepartout was quickly sent to the nearest church to prepare the wedding. But then Passepartout raced back to the house half an hour later. Mr Fogg asked him what was wrong.

'You can't be married tomorrow because tomorrow is Sunday, not Monday!' said Passepartout.

'But that's not possible!' said Fogg.

'Yes! Today is Saturday. You have made a mistake of one day. You must go to the Club immediately. There are only ten minutes left!' said Passepartout.

Phileas Fogg thought carefully and then said, 'Of course! Because we travelled east towards the sun, that gave us another day. I have won! I have been around the world in eighty days!'

Phileas Fogg left the house quickly and went straight to the Reform Club. His friends were amazed to see him as he walked proudly into the Club, only a few seconds before 8.45 p.m. on Saturday, 21st December. They were amazed, but of course they gave him their twenty thousand pounds. The money was his!

But what did Mr Fogg have after this long and difficult journey around the world? He did not have more money, because the twenty thousand pounds in his bag was nearly all gone. But two days later he did have something very special – a beautiful new wife who made him the happiest of men. To find this great happiness was certainly worth any journey around the world!

DID YOU KNOW?

The story of Phileas Fogg's 80-day journey round the world was written in the earliest days of modern travel. Today, the speed of travel has grown much, much greater. Satellites in space orbit Earth in just 80 minutes! And anybody can now take a plane and fly nearly anywhere in the world in less than 24 hours.

And the race for faster travel has not finished yet. Many scientists have tried to build space planes. No one has built one yet, but if this happens, we will have a machine that takes off like a plane, flies on the edge of space like a spaceship, and then returns to Earth like a plane again.

One space plane project is called Skylon. This is planned to reach speeds of nearly 6,600 kilometres per hour. If it is built, it will be able to carry 60 people from London, for example, to Sydney, Australia, in about two and a half hours.

If he could, Phileas Fogg would certainly want to be on the first Skylon flight. Wouldn't you?



WWW.SCHOOL.ORG

A GETTING STARTED



Your school has started its own English-language website. You and everyone else can add stories, pictures, bits of information … anything. You can work with just one friend or with a whole group.

To get started, you need a page to introduce your school and yourselves.

1 First, think about these questions, and say what you know.
   * What is your school called, and where is it?
   * Is it a big place? How many pupils and teachers are there?

2 Now introduce yourselves as pupils at your school. Think about these questions.
   * What are you called, and how old are you?
   * What class are you in, and what are your favourite subjects?
   * What do you like most about your school?

3 Now you need a picture or pictures of your school and yourselves.

4 Put everything together. After you finish writing and designing your page, read it carefully and correct any mistakes.

ALL ABOUT OUR SCHOOL AND US

Our school is called Green Hill Comprehensive and it is near Wembley Football Ground in West London. It is a big place, and there are about 1,650 pupils and more than 100 teachers.





My name is Kate Read, and I am 16.



I am called Ted Barton, and I am also 16 years old.

We are in Class 2 in Year 11, and our favourite subjects are Maths, …

B IN THE NEWS



This time, you want an interesting news story to help show what life is like in your area.

1 Look again at the newspaper story in Unit 3, Lesson 3. Think of recent stories in your local newspaper. (They do not have to be rescue stories. They can be about anything that is exciting, funny or interesting.)
2 Make a list of possible stories. Then choose one that:
   * you like a lot;
   * you know enough to write about;
   * you can get one or more pictures for.
3 Practise telling the story together with your partner(s). If you do not have all the necessary information, decide how to get it.
4 Decide a good newspaper headline, write your story and add your picture(s). After you finish writing and designing your page, read it carefully and correct any mistakes.

LOCAL PUPILS MAKE £1,500 FOR AFRICA

With more bad news from Africa, teenagers at Green Hill Youth Club decided to do something to help. Last Saturday they had a big 'bring-and-buy' sale at the Club, and they made nearly £1,550 to send to Africa.

It was a cold, wet day, but about six hundred people went to the …



C PARTY TIME



And now you're going to write about your favourite party or festival of the year.

1 Make a list of the most important parties and festivals in your year. Then decide which one you would like to tell the world about.
2 Think what makes it special to you, and answer these questions.
   * When does it happen every year?
   * What do people do at this event?
   * Are there any special kinds of food or singing or dancing?
   * Why do you enjoy it so much?
3 Decide how to get one or two pictures of the party or festival. Then practise saying what you will write.
4 Write your description and add your picture(s). After you finish writing and designing your page, read it carefully and correct any mistakes.

BONFIRE NIGHT

For us, Bonfire Night is very special. Other countries do not have the same thing, so we would like to tell you a bit about it.

It happens on 5th November every year. Weeks before that date, people start building a large fire. They also get lots and lots of fireworks.

D WHAT'S ON TV?



Next, let's have a look at the TV programmes that you watch.

1 Look at the conversation in Unit 5, Lesson 2. Say what kind of programme this is. Choose from: cartoon, comedy, documentary, drama, film, game show, music, quiz, soap, sports, the news, wildlife.

2 Make a list of the five programmes that you most like to watch every week. Say what kinds of programme they are. Then choose two to write about.

3 Answer these questions about each programme.
- * Say what the programme is called.
- * State what kind of programme it is and when it is on every week.
- * Describe the programme in a sentence or two.
- * Explain why you like it.

4 Find photographs of the programmes or the stars on the internet or in newspapers or magazines. Write about the programmes and add your pictures. After you finish writing and designing your page, read it carefully and correct any mistakes.

ANIMAL PARK

One of our favourite programmes is Animal Park. This is a wildlife programme, and it is on at 2 p.m. every Saturday afternoon. It is about the wildlife in a large national park in the middle of Africa. We like it because it takes us into the lives of different animals like lions and elephants.

E A SHOPPING GUIDE



Next, let's have a page about shops and shopping for visitors.

1 Decide what place to write about. Choose either a big modern shopping centre or a traditional bazaar. It should be a place that you know well, either in your two or in a town near you.

2 Say that it is the best / one of the best places for a visitor to go shopping. Say how big it is and how many shops there are. List some of the things that people can buy there.

3 Discuss any other special things about the place, for example a good place to stop and have an ice cream or a cold drink.

4 Make notes about how to get there, and draw a simple map. Note when the place is open and when it is closed.

5 Write about the shopping centre / bazaar and add your map. After you finish writing and designing your page, read it carefully and correct any mistakes.

Everything under the sun at Westway Shopping Centre!

Westway Shopping Centre is one of the best places for a visitor to go shopping. It is an enormous place with more than 100 different shops. You can buy nearly anything there, including clothes and shoes, all kinds of things for the home, books, CDs and many other things.

After you finish shopping, you can stop at one of the cafes and have …



F A BIG PROJECT



In Unit 8 people talk about new projects for their city, so let's talk about a new project in your area.

1 Make a list of new and recent projects in your area. These might include, for example, a shopping centre or another new building, a road or a bridge or a park. Say what you think is special or important about each one.
2 Decide which one to write about. Then decide how to get more information and where to find one or more photos. You can try newspapers, magazines and the internet.
3 Collect information on the project – what it is for and when it opened / will open. Try to find out other details too, including how much it cost / will cost.
4 Write about the project and add your picture(s). After you finish writing and designing your page, read it carefully and correct any mistakes.

The Crossrail project

Last week we went on a school trip to Crossrail. This is a project to build a new tunnel from the east to the west of London. It will carry people quickly from one side of London to the other. The tunnel will be 22 kilometres long, and it will cost about £16 billion. If nothing goes wrong, it will be ready by 2017.



G A SPECIAL SPORTSPERSON



Unit 9 is all about sport, so let's produce a page about a special sportsperson from your country.

1 Make a list of sportspeople who you think are special in some way. They can be people who are already famous, or you can choose people who might become famous one day – someone from your school, perhaps.
2 Choose two to write about. Then decide how to find out more about them and how to get some photos, perhaps from newspapers, magazines and the internet. If you choose someone from your school, perhaps you can take a photo.
3 Collect information and make notes to answer these questions.
   * When and where were they born?
   * When did they learn their sports?
   * What great things have they already done?
   * What might they do in the future?
4 Write about the project and add your picture(s). After you finish writing and designing your page, read it carefully and correct any mistakes.

Lewis Hamilton the youngest-ever F1 world champion

Lewis Hamilton was born in 1985 in Stevenage, near London. He became interested in racing go-karts when he was still very small, and he was already winning races and championships by the age of 10.

He began racing in cars from the age of 13, and in 2007 he reached the top level of car racing, Formula 1. Since then he has won nine out of his 35 races. At the age of 23, he has also now become the world's youngest F1 champion.



REFERENCE SECTION

1 UNDERSTANDING WORDS

سەرەتا

کاتێك وشەیەکی نوێ دەبینیت،دەست بەجێ پرسیار لە ماموٚستاکەت یاخود سەیری فەرهەنگەکەت مەکە.زۆرجار بۆ خۆت دەتوانیت واتای وشەکە بدۆزیتەوە.بیر لەمانە بکەرەوە:

- وشە جیهانییەکان (بۆ نمونە: *pizza, hotel, computer)* *;(sandwich,*
- زانینی واتای وشەکان لە ڕێگەی دەقەکەوە (بۆ نمونە:

in ‘The work was really *strenuous*, so everybody was really tired by the end of the day’ the word *strenuous* must mean something like *hard*)

- دروست بوونی وشە بە هۆی پێشگر و پاشگرەوە (بۆ نمونە:

happy > *un*happy; appear > appear*ance*).

ئەمانەی خوارەوە چەند نمونەیەکن کە پێشتر بینیوتن،لە داهاتووشدا نمونەی زیاتر دەبینیت.

PREFIXES پێشگر

- ئەو پێشگرانەی واتای پێچەوانە دەگەیەنن:

پێشگر	ماناکەی	نمونە
dis-	opposite	like > dislike
im-	opposite	possible > impossible
in	opposite	complete > incomplete
un-	opposite	happy > unhappy

- ئەو پێشگرانەی چەند واتایەك دەگەیەنن:

پێشگر	ماناکەی	نمونە
inter-	between	national > international
re-	again	build > rebuild

SUFFIXES پاشگر

- پاشگر بۆ دروستکردنی خێزانە وشە:

زۆر وشە هەن شێوەی ڕێزمانی جیاوازیان هەیە بەهۆی پاشگرەکانیانەوە، بۆ نمونە:

کار	ناو (کەس)	ناو (شێوەی تر)
build	builder	building

کار	ئاوەڵناو	ئاوەڵکار
save	safe	safely

- هەندێك پاشگری دیکە:

کار	+ پاشگر	> ناو
appear	-ance	appearance
inform	-(a)tion	information
teach	-er	teacher
feel	-ing	feeling

ناو / کار	+ پاشگر	> ئاوەڵناو
nation	-al	national
frighten	-ed	frightened
success	-ful	successful
interest	-ing	interesting
friend	-ly	friendly
cloud	-y	cloudy

ئاوەڵناو	+ پاشگر	> ناو
electric	-ian	electrician
similar	-(i)ty	similarity

ئاوەڵناو	+ پاشگر	> ئاوەڵکار
quick	-ly	quickly
happy		happily
terrible		terribly

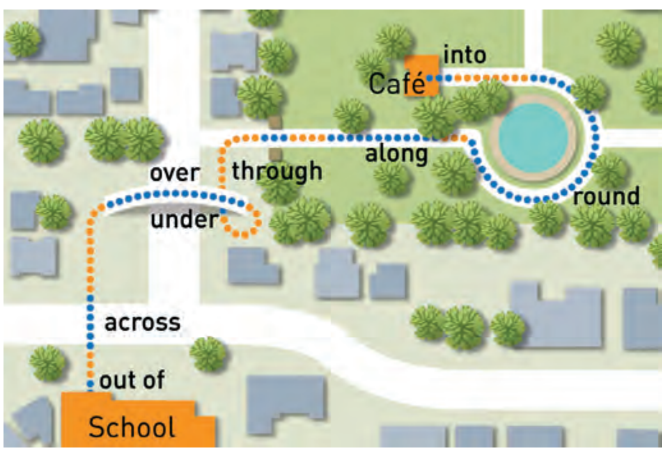
2 COLLECTING VOCABULARY

ئێستا لیستێك وشەت نووسیوە بۆ فێربوون، باشتر وایە ئەو وشانە بکەیت بە گروپ.گروپی سادەی جۆراوجۆر هەیە وەك:ڕۆژەکانی هەفتە، هەروەها دەتوانرێت گروپەکان بەیەکەوە ڕێك بخرێن بەچەند ڕێگایەکی دیکە.

- وێنە و هێڵکاریەکان

دەتوانیت وێنەی گۆڤارەکان ببڕیت و هەڵیان بواسیت.دەتوانیت ئەمە بکەیت لە گەڵ جل و بەرگ و خورادەمەنیشدا.

ئامڕازەکانی پەیوەندی جووڵە



- **Preposition + word/phrase**

دەتوانیت گروپەکان فێرببیت بەم شێوەیە:

*We went **by bike / by car / by bus / by plane**.*
*We arrived **at 2.00 in the afternoon on Monday**.*

- **Word (noun/adjective) + preposition**

دەتوانرێت ئەم وشانە بێن بە ناو یاخود ئاوەڵناو. دەتوانیت بیانکەیت بە گرووپ بەم شێوەیە:

*I love the **sound** of music.*
*We must find an **answer** to the problem.*

*She's **angry with** you.*
*He's **frightened** of her.*

- **Two-part 'phrasal' verbs**

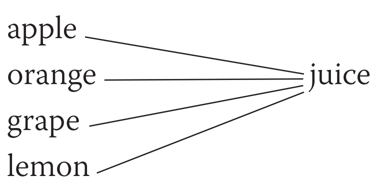
هەروەها دەتوانیت ئەمانەش بە گرووپ ریك بخەیت:

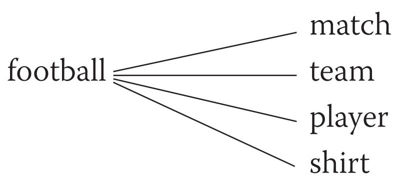
*Prices are **going up**.*
*The temperature is **going down**.*

***Take out** the old CD.*
***Put in** the new one.*

- **Word pairs**

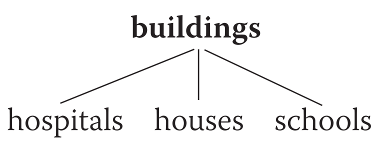
دەتوانیت ئەو جووتە وشانە کۆبکەیتەوە کە بەیەکەوە بەکاردەهێنرێن.دەتوانیت بەم شێوەیە کۆیان بکەیتەوە:

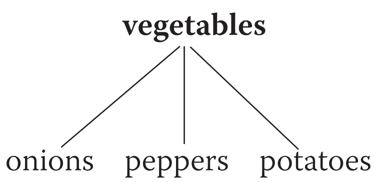




- **Superordinates or 'umbrella' words**

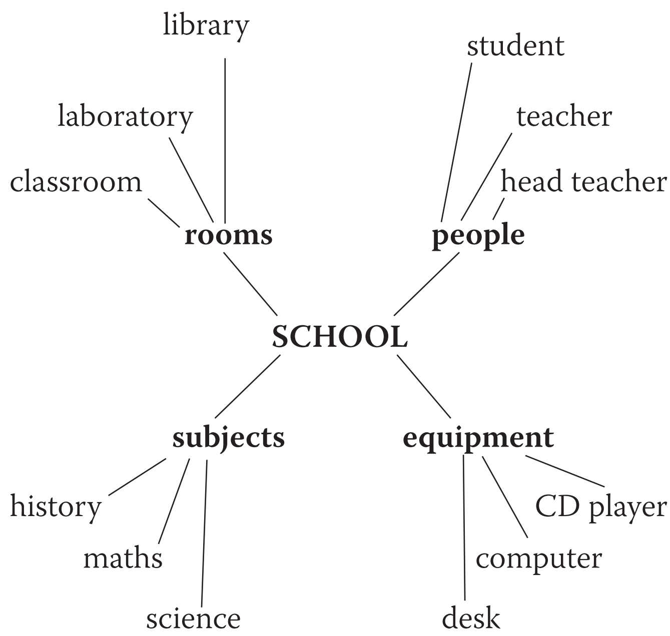
دەتوانیت کۆمەڵێك وشە لە ژێر یەك وشەدا کۆبکەیتەوە کە وەسفی هەموو گروپەکە دەکات.





7 Networks تۆڕەکان

دەتوانیت شێوازی تۆڕەکان بەکاربهێنیت بۆ کۆکردنەوەی گروپە گەورەکانی هەمان بوار.



3 PHONETICS

لە بەشەکانی(Language Focus)ی هەر یەکەیەکدا، لە لیستی وشەکاندا چۆنیەتی خوێندنەوەی وشەکانی تێدایە بۆ نیشاندانی دەنگی راست و دروستی وشەکان.ئەمانەی خوارەوە دەنگی ئەو هێمایانەن.

Consonants نەبزوێنەکان

p	**p**ress	ʒ	mea**s**ure	b	**b**ag
h	**h**ot	t	**t**ime	x	lo**ch**
d	car**d**	tʃ	**ch**air	k	**c**an
dʒ	**j**am	g	**g**og	m	**m**ore
f	sta**ff**	n	**s**n**ow**	v	**v**ote
ŋ	si**ng**	θ	**th**in	w	**w**ater
ð	**th**at	r	**r**ing	s	**s**it
l	sma**ll**	z	**z**ebra	j	**y**ou
ʃ	**sh**ine				

Vowels and diphthongs بزوێن و جووتە بزوێنەکان

ɪ	b**i**t	ɔː	c**augh**t	e	b**e**d
uː	b**oo**t	æ	b**a**d	ɜː	b**ir**d
ɒ	h**o**t	eɪ	b**ay**	ʌ	c**u**t
aɪ	b**uy**	ʊ	b**oo**k	ɔɪ	b**oy**
ə	**a**bout	əʊ	g**o**	i	prett**y**
aʊ	n**ow**	u	ann**u**al	ʊə	c**ure**
iː	b**ee**	eə	h**air**	ɑː	f**a**ther
ɪə	h**ear**				

4 PUNCTUATION

کاتێک دەخوێنینەوە تەنها وشەکان بەس نین،بەڵکو پێویستمان بە کۆمەڵێک وشە دەبێت کە بەیەکەوە کاردەکەن.
خاڵبەندی ئەو گروپانە دروست دەکات،لەبەر ئەوە نووسینی باش پێویستی بەخاڵبەندی باش هەیە.

The punctuation marks هێماکانی خاڵبەندی

	بەکارهێنانەکان	نمونەکان
Capital letter (A, B, C, etc)	* یەکەم پیت لە رستەدا	This is your book.
	* یەکەم پیت لە ناوی شوێنەکان،نەتەوکان،رێکخراوەکان، هتد	Erbil, Kurdistan, the United Nations
	* ناونیشانی کتێب / فیلم / پرۆگرامی تەلەفزیۆنی، هتد	Star Wars
	* بۆ کورتکراوەکان	the UN, UNESCO
Full stop (.)	* لە کۆتایی رستەدا	This is your book.
	*(هەندێک جار) لە پاش کورتکراوەکان	The U.N., Mr. Roberts, 1st. Nov.
	* لە دیاریکردنی بڕی پارەدا	€2.50 (read: two Euros fifty)
	* لە کەرتە دەییەکاندا	10.12 (read: ten point one two)
	*لە ناونیشانی ئیمەیڵ و ماڵپەڕەکاندا	esmith.aol.org (read: esmith-dot-aol-dot-org)
Question mark (?)	*پاش پرسیاری راستەوخۆ	Did you see it?
Exclamation mark (!)	* بۆ دەربڕینی حاڵەتی سەرسوڕمان،هتد	That's fantastic!
Comma (,)	* لە نێوان شتەکانی ناو لیستێکدا	Get a pen, a pencil, a book and some paper. He got up, turned round, looked and then laughed.
	* بۆ لەتکردنی رستەیەکی درێژ (هەریەکێکیان دەبێت فرمانی سەرەکی هەبێت)	We looked all over the house, but we couldn't find it anywhere.
	*بۆ جیاکردنەوەی زانیاری زیادە لە بەشی سەرەکی رستە	Erbil, a very ancient city, is the capital of Kurdistan.
	* لە پاش یان لە پێش ناو	Azad, let's go. Let's go, Azad.
	* لەپێش کلکە پرسیاردا	He's finished, hasn't he?
Apostrophe (')	* بۆ نیشاندانی پیتی ونبوو	You'll do it, won't you?
	* بۆ نیشاندانی خاوەندارێتی **تێبینی:** لەگەڵ s ەکانی کۆتایی **تێبینی** it has/it is = it's بۆ خاوەندارێتی نیە	This is Haval's bike. James' bike, the boys' bikes It's a beautiful baby. Have you decided its name?
Colon (:)	*بۆ ناساندنی بەشێك یاخود لیستێك	Section 3: Things to bring: pan, oil, burgers, bread, etc
Semi-colon (;)	* بۆ جیاکردنەوەی دووبەشی رستەیەك – زیاتر لە بۆشایی کۆما	We arrived at 9.00; it was raining again as usual!
Hyphen (-)	*بۆ بەیەکەوە بەستنی دوو وشە	It's a well-made machine. They're in the living-room.
	* بۆ لەتکردنی وشەیەك لە کۆتایی دێڕێکدا	I've heard about the beautiful mountains in the north.
Dash (–)	* بۆ جیاکردنەوەی بەشەکانی رستە	The pen – mine, not yours – was on the sofa.
	*بە مانای)to– بۆ(	The Erbil–London flight
Quotation marks (' ')	* بۆ دیاریکردنی وتەیەك لە ناو دەقدا	'We can win!' he shouted.
	* بۆ دیاریکردن ، یاخود، وەرگرتنی وتە	to mean 'to'
Brackets ( )	* بۆ جیاکردنەوەی زانیاری زیادە لە بەشی سەرەکی رستەیەکدا	Peter Davies (1926–2003) was born in North London and went to school at ...
	* بۆ نیشاندانی سەرچاوەکان لە بابەتی پەیوەندیداردا	Work out a good diet. (For more details see Unit 3.)

5 GRAMMAR

- **بەشەکانی ئاخاوتن** **Parts of speech**

لە بەشەکانی (**Language Focus**) ی هەر یەکەیەکدا لەگەڵ لسیتی وشەکاندا بەشەکانی ئاخاوتن و هەندێك زاراوەی تر دیاری کراون بۆ ئاسانکردنی شیکردنەوەی وشە نوێیەکان.ئەم کورتکراوانە بەکارهێنراون.

بەشەکانی ئاخاوتن	شێوەی تەواو	کوردی	نموونە
adj	adjective	ئاوەڵناو	easy, warm
adv	adverb	ئاوەڵکار	easily, often
conj	conjunction	ئامرازی لێکدەر	and, because
det	determiner	ئامرازی نیشاندەر	the, some
n	noun	ناو	room, information
prep	preposition	ئامرازی پەیوەندی	in, into
pron	pronoun	جێناو	him, himself
v	verb	کار – فرمان	get, get up

هەندێك زاراوەی دیکە	شێوەی تەواو	کوردی	نموونە
abb	abbreviation	کورتکراوە	p.m., PS
exp	expression	دەربڕین	Good to meet you!
phr	phrase	دەستەواژە	local time, lose control

- **هەندێك زاراوەی دیکە کە لە وەسفکردنی زماندا بەکاردەهێنرێن**

لە *Sunrise* دا لە بەشەکانی (**Language Focus**) ی هەر یەکەیەکدا هەندێك زاراوەی تر بەکارهێنراون.

Tense کاتی کردار	کوردی	کاتی کردار	کوردی
present continuous	رانەبردووی بەردەوام	past simple	رابردووی سادە
present simple	رانەبردووی سادە	past continuous	رابردووی بەردەوام
present perfect	رانەبردووی تەواو		

هەندێك زاراوەی ڕێزمانی دیکە

active	بکەر دیار	passive	بکەر نادیار
prefix	پێشگر	suffix	پاشگر
regular	یاسایی	irregular	نا یاسایی
sentence	رستە	paragraph	پەرەگراف
singular	تاك	plural	کۆ
subject	بکەر	object	بەرکار
conditional sentence	رستەی مەرجی	relative clause	نیمچە رستەی پەیوەندی
countable noun	ناوی ژمێردراو	uncountable noun	ناوی نەژمێردراو
modal verb	کاری مۆداڵ	phrasal verb	دەستەواژەی کاری
possessive adjective	ئاوەڵناوی خاوەندارێتی	possessive pronoun	جێناوی خاوەندارێتی
subject / object pronoun	جێناوی بکەر/ بەرکار	reflexive pronoun	جێناوی خۆیەتی

6 LANGUAGE FOR COMMUNICATION

LANGUAGE FOR SPEAKING زمانی قسەکردن

1 Language for learning زمانی فێربوون

I'm sorry. I didn't hear that.
I'm sorry. I didn't understand that.
Could you spell that, please?
Could you say that again, please?
Could you play the tape again, please?
How do you say ... , please?
How do you prounce this word, please?
Excuse me, but what does ... mean, please?
Excuse me, but does ... mean ...?

2 Language for discussion زمانی گفتوگۆکردن

1 دەربڕینی را لەگەڵ هۆ
I (don't) think ... because ...
My favourite is ... . That's because ...

2 رازی بوون
I (completely) agree.
I think so, too. / So do I.
I don't think so either. / Neither (Nor) do I.

3 ڕازی نەبوون
I'm not sure.
I partly agree with that, but ...
I'm sorry, but I disagree / don't agree.

4 دەربڕینی رای جیاواز
I think ...
I don't think ...

5 هاندانی کەسانی تر بۆ قسەکردن
Tell me about ...
Can I ask about ...?
What happened then?
So what did you do?

6 ئارەزوو دەربڕین
That's great.
That's really interesting.
Tell me more.

3 Language for life زمانی ژیانی رۆژانە

1 بەکارهێنانی تەلەفۆن
Hello. (7-double-8-3-treble-6.)
Could I speak to ...?
Wait a moment, please.
(Name), it's for you.

2 نیشاندانی ئاڕاستەکانی شەقام
Go (straight) across this road.
Go (straight) along ... Street.
Turn left/right at ...
Take the second (turning on the) left/right.
Go past ...
Keep going along ... Street
Go over the roundabout.
You'll find/see it on the left/right.
You'll see/find it opposite you.

LANGUAGE FOR WRITING: CONNECTORS

زمانی نووسین:لێکدەرەکان

1 ریزبەندی کردن
First, ...
First of all, ...
Secondly, ...
Thirdly, ...
Finally, ...

2 وەسفکردنی رووداوەکان
First, ...
At first, ...
Then ...
Next, ...
After that, ...
Finally, ...
In the end, ...

3 زیادکرن
... and ...
... , too. ... either.
... also ...

4 دەربڕینی جیاوازی
... but ...
However, ...
On the other hand, ...
Although, ...

5 دەربڕینی هۆ
Because ...
That is because ...
Since ...
As ...

6 دەربڕینی ئەنجام
... so ...
As a result, ...
Because of that, ...

7 COMMON IRREGULAR VERBS

be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
put	put	put
read	read	read
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled/smelt	smelled/smelt
speak	spoke	spoken
spell	spelled/spelt	spelled/spelt
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

8 ALPHABETICAL WORDLIST

a (~ day)	3
above	5
accept	9
action	5
advice	9
again (in addition)	6
again and again	1
ahead	1
all over	5
amazing	5
a.m.	1
ambulance	2
amount	3
anyone	5
area	10
arrive	1
as a result	8
astronaut	5
attach	1
banner	8
bay	10
base	3
become	6
beyond	5
blouse	6
bone	3
bonfire	2
boots	6
born	1
bottle	3
bread roll	3
bridge	8
broadcast	9
budget	6
burger	3
busy/ily	4
Bye	1
cable car	10
calcium	3
can	3
canned	3
can't wait	1
carbohydrate	3
careful/ly	2
carton	3
catch fire	2
champion	9
championship	9
change (small money)	6
cheer up	9
classroom	8
cliff	2
climate	6
close	5
clothing	6
coach (trainer)	9
coast	10
cola	3
come on	8
comment	8
community	8
completely	6
connect	5
consist of	5
cousin	1
crash	2
culture	6
cut	2
dairy	3
damage	8
daughter	6
degree	6
diagram	3
difference	1
dish	3
documentary	5
downstairs	2
dress	6
driver	8
during	1
Earth	5
education	8
emergency services	2
end (in the)	8
energy	3
engineer	1
equipment	8
everyone	5
everywhere	5
exact(ly)	5
explode	2
extra	8
fail	8
fantastic	5
festival	9
fibre	3
field	9
fire engine	2
firefighter	2
first aid	2
flame	2
flower	
forget	5
form	9
frightened	2
gate	1
get on	8
give back	8
gloves	6
gm	6
go ahead	1
golden	10
Good luck!	6
Good to meet you.	1
go well	5
grade	1
gravity	5
ground meat	3
half-time	9
hat	6
headache	3
healthy/ily	3
hero	2
Hi!	1
hit	2
hold (an event)	9
housework	8
however	6
human (being)	5
ingredient	3
instead	5
international	5
in the end	8
interest	1
internet	1
invent	9
iron	3
island	10
item	3
jar	3
junior	9
keep	3
laboratory	8
ladder	2
launch	5
league	9
leave	1
less/the least	6
let	1
like	1
live	5
loaf	3
local/ly	9
local time	1
look round	5
mad/ly	9
mark	8
meet	1
meeting	9
member	9
minus	6
nasty/ily	2
nationality	1
nearly	5

negative	6
neighbour	5
net	5
nothing	5
nutrient	3
ocean	10
off (~ a price)	6
offer	8
oil	1
old-fashioned	6
once	7
orbit	5
overweight	3
packet	3
pan	2
paramedic	2
parent	1
patient	6
pay	8
penfriend	1
per cent (%)	6
perhaps	5
picnic	1
piece	3
place (something)	9
plan	4
planet	5
player	9
p.m.	1
point	8
police	2
police car	2
police officer	2
portion	3
practise	9
price	6
probable/ly	8
product	3
project	5
protective	6
protein	3
proud/ly	6
PS	1
pyramid	3
quad bike	2
quantity	3
rat	2
registration number	2
relax	8
remember	5
reply	1
rescue	2
respect	6
result	6
riding	9
right	5
risk	8
rob	2
robber	2
robbery	2
rubbish	8
rug	7
rule	9
safety	6
sale	6
satellite	5
sauce	3
save	2
saying	3
science	8
score	1
section	3
shade	6
sensible(ly)	6
shout	2
show round	5
signal	5
singer	8
siren	2
situation	8
skateboard	1
skill	9
slow/ly	2
smart/ly	6
smell/smelt	2
smoke	2
so far	5
solar system	5
sort	9
soya	3
spacecraft	5
spend	5
spice	3
sports hall	8
spotlight	6
stair	2
star	5,9
statue	7
stomach (ache)	W
stylish(ly)	6
succeed	8
success	8
such as	6
suggest	1
suggestion	8
survey	6
survive	6
sweater	6
table tennis	9
take out	8
team	1
test	8
think of	5,8
tidy up	8
tie	2
tomato paste	3
tonight	8
tough	9
tour guide	2
towards	2
tradition	6
train	9
training	9
travel	1
try	6
twice	7
type	6
uncomfortable	6
unhealthy/ily	3
universe	5
unmanned	5
used to	1
vacation	1
vacuuming	8
value	6
village	9
vitamin	3
wake up	9
waste	5
waterfall	1
well made	6
while (after a)	9
work (at ~)	5
worry	2

9 WORD GROUPS AND ABBREVIATIONS

Days of the week

Monday	Mon
Tuesday	Tue
Wednesday	Wed
Thursday	Thur
Friday	Fri
Saturday	Sat
Sunday	Sun

Months of the year

January	Jan
February	Feb
March	Mar
April	Apr
May	May
June	Jun
July	Jul
August	Aug
September	Sept
October	Oct
November	Nov
December	Dec

Ordinal numbers

first	1st
second	2nd
third	3rd
fourth	4th
fifth	5th
sixth	6th
seventh	7th
eighth	8th
ninth	9th
tenth	10th
eleventh	11th
twelfth	12th
thirteenth	13th
fourteenth	14th
fifteenth	15th
sixteenth	16th
seventeenth	17th
eighteenth	18th
nineteenth	19th
twentieth	20th
twenty-first	21st
twenty-second	22nd
twenty-third	23rd …
hundredth	100th
hundred and first	101st …

Distance

centimetres (cm)
metres (m)
kilometres (km)

Speed

kilometres per hour (kph)
miles per hour (mph)

Maths

+ plus – minus = equals % per cent

Money

$ dollars (American)
£ pounds (British)
€ euros (European)

Latin abbreviations

a.m. (*ante meridian* = up to midday)
p.m. (*post meridian* = after midday)
e.g. (*exempli gratia* = for example)
etc. (*et cetera* = and other similar things)

Directions

north	N
east	E
south	S
west	W
north-east	NE
north-west	NW
south-east	SE
south-west	SW



10 PLACES IN *SUNRISE 10*

Country or region	Nationality	Unit
Australia /ɒˈstreɪliə/	Australian /ɒˈstreɪliən/	1
Britain /ˈbrɪtn/	British /ˈbrɪtɪʃ/	2 (Reader)
Canada /ˈkænədə/	Canadian /kəˈneɪdiən/	6
China /ˈtʃaɪnə/	Chinese /ˌtʃaɪˈniːz/	5 (Reader)
Egypt /ˈiːdʒɪpt/	Egyptian /ɪˈdʒɒpʃn/	9
England /ˈɪŋglənd/	English /ˈɪŋglɪʃ/	1 (Reader)
France /fraːns/	French /frentʃ/	1 (Reader)
Greece /griːs/	Greek /griːk/	9
India /ˈɪndiə/	Indian /ˈɪndiən/	2 (Reader)
Italy /ˈɪtəli/	Italian /ɪˈtæljən/	2 (Reader)
Ireland /ˈaɪrlənd/	Irish /ˈaɪrɪʃ/	1
Japan /ˌdʒəˈpæn/	Japanese /ˌdʒæpəˈniːz/	5 (Reader)
Kurdistan /kɜːdɪsˈtɑːn/	Kurdish /ˈkɜːdɪʃ/	1
Mexico /ˈmeksɪkəʊ/	Mexican /ˈmeksɪkən/	9
Russia /ˈrʌʃə/	Russian /ˈrʌʃn/	5
the USA / America /θə ˈjuː es eɪ/	American /əˈmerɪkən/	1
Venezuela /ˌvenəzˈweɪlə/	Venezuelan /ˌvenəzˈweɪlən/	6

11 ABOUT THE MAIN CHARACTERS IN *AROUND THE WORLD IN EIGHTY DAYS*

(ئەم ناوانە لەسەر شێوازی یەکەم دەرکەوتنیان لە چیرۆکەکەدا ڕیزبەند کراون)

Phileas Fogg /fɪliəs fɒg/ پیاوێکی دەوڵەمەندی شاری (لەندەن) ە و تەمەنی نزیکەی 40 ساڵە.بۆ ساڵانێك و بەیەك شێواز ژیانی بەهێمنی بەسەردەبرد، ڕۆژانە هەمان شتی ئەنجام دەدا.لەگەڵ ئەوەشدا Fogg لایەنێکی سەیری هەیە: ئەو کەسێکە دەتوانێت لەناکاو بڕیار بدات و شتی گەورە ئەنجام بدات ئەویش **"گەشتێك بە دەوری جیهاندا لەماوەی تەنها 80 ڕۆژدا"**.

Jean Passepartout /dʒɒn ˈpæsˌpɑːtuː/ لاوێکی تەمەن 30 ساڵی خەڵکی فەڕەنسایە. دڵخۆش وسادە وپاك و گەنجێکی ئازایە. کاری بێ وێنەی لەبواری تەنافبازی سێرك و ئاگرکوژێنەوەدا ئەنجامداوە بەڵام کاتی ئەوە هاتووە ژیانێکی ئارام بەسەر بەرێت وەك خزمەتکاری پیاوێکی هێمنی دانیشتووی شاری لەندەن،هەرچەندە بۆی دەردەکەوێت ژیان لەگەڵ گەورە نوێکەیدا Phileas Fogg دوور دەبێت لە هێمنی و ئارامی!

Mr Fix /ˈmɪstə fɪks/ یەکێکە لەو پۆلیسە نهێنیانەی چوونە دەرەوەی شاری لەندەن بۆ دەستگیرکردنی ئەو کەسەی £ 55,000 لە بانکی ئینگلتەرا دزیوە.لە شاری سوێس بۆ یەکەمجار Fogg و Passepartout دەبینێت و وادەزانێت پیاوە دزەکەی دۆزیوەتەوە و دوای Fogg دەکەوێت لە گەشتەکەیدا بەدەوری جیهاندا . لەسەرەتای چیرۆکەکەوە تا کۆتایی لە هەوڵی ئەوەدا دەبێت کە دەستگیری بکات.

Aouda /əuːdə/ خانمێکی جوانی هیندیە. Fogg و Passepartout لە گەشتەکەیاندا بەرەو هیند بۆ یەکەمجار دەیبینن.هاوسەرەکەی شازادەیەکی دەوڵەمەندی پیربوو،کاتێ دەمرێت بە پێی داب و نەریتە کۆمەڵایەتیەکان دەبێت ئەو خانمە "بیوەژنە" بە زیندوویی لەگەڵ لاشەی مێردەکەیدا بسوتێنرێت، بەڵام Passepartout ڕزگاری دەکات و ئەویش دەبێتە هاوسەفەریان و لەماوەی گەشتەکەیاندا لەگەڵ Fogg هاوسۆزی دروست دەکات و دواتر هاوسەرگیری ئەنجام دەدەن.

12 ABOUT THE AUTHOR OF *AROUND THE WORLD IN EIGHTY DAYS*

Jules Verne /dʒuːl vɜːn/ (1905–1828) لە Nantes لە ڕۆژئاوای فەڕەنسا هاتۆتە دنیاوە.لە پاریسی پایتەختی فەڕەنسا خوێندنی یاسای تەواوکردووە، زۆر زوو ڕووی کردۆتە بواری نووسین و لە ڕێگەی چیرۆك و ڕۆمانەکانی کە باسیان لە داهێنان و دۆزینەوەکانی سەدەی نۆزدەهەم دەکرد ناوبانگی دەرکردووە.

بەرهەمە بەناوبانگەکانی بریتین لە: **گەشتێك بۆ ناوجەرگەی زەوی** (1864)،**بیست هەزار زمان لە ژێر دەریادا** (**1870**)،**گەشتێك بە دەوری جیهاندا لە 80 ڕۆژدا** (1873).

زۆر لە ڕۆمانەکانی کراون بە بەرهەمی سینەمایی سەرکەوتوو و کارەکانی لە ئێستادا وەك"کلاسیك" سەیردەکرێن.زۆریش لە نووسەران ڕێبازی ئەمیان گرتووە و شێوەی نوێی نووسینیان لە خەیاڵی زانستی گەشە پێداوە.بۆ نمونە وەك HG Wells .